

<p><b>Claim 2: Students can produce effective and well-grounded writing for a range of purposes and audiences.</b></p>	
<p><b>Target 9: EDIT:</b> Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory, and argumentative texts.</p>	
<p><b>Clarifications</b></p>	<ul style="list-style-type: none"> <li>• Stimuli are not used for items in this target except for those item types that require embedded errors. Length of stimuli is determined by the type of error being assessed. For example, in order to correct for inappropriate shifts in verb tense, a stimulus of several sentences is necessary. However, when assessing commas in non-restrictive elements, only one sentence is necessary.</li> <li>• A setup statement (audience, purpose, and context) is not generally necessary for this target.</li> <li>• Individual items may assess multiple skills. Use the CCSS L-1, L-2 standards to determine grade-level errors. <b>Every item must measure at least one new-to-grade skill.</b> (See column 1 of chart in the Evidence Required section of this document.) When multiple errors are present, in addition to at least one new-to-grade error, the item may also assess             <ul style="list-style-type: none"> <li>• a skill from the starred language progression (see column 2 of the chart in the Evidence Required section of this document) <b>IF the skill is appropriately complex for the grade.</b>  <i>Examples:</i> <ul style="list-style-type: none"> <li>○ <i>It would be inappropriate to test sentence fragments at grade 8 by asking students to highlight the incomplete sentence: "I have a dog. His name is Scotty. He is my best friend. Because he plays with me. Our favorite game is fetch." (The skill is grade-appropriate but the stimulus is too far below grade level.)</i></li> <li>○ <i>Similarly, it would be equally inappropriate to test subject/verb agreement at high school with an item that asks students to highlight the correct verb in a sentence such as "He does not/don't go to school." A high school agreement item would likely have more distance between the subject and verb (with intervening phrases, inverted sentence order, etc.)</i></li> <li>○ <i>Conversely, it is not appropriate to ask fifth graders to know whether an indefinite pronoun is single or plural when the number depends on the context; such an item would be more appropriate for high school.</i></li> </ul> </li> <li>• a skill that is one or two grade levels below tested grade. (See column 3 of the chart in the Evidence Required section of this document.)</li> </ul> </li> <li>• Items that require students to correct errors <b>must</b> specify the category of error or errors in each stem. The categories are grammar usage, [capitalization], punctuation, and spelling. (Word choice is Target 8.)</li> <li>• For Grade 6, items that ask students to correct errors should have <b>no more than three</b> errors requiring corrections. While up to three errors may be assessed in a single item, limit error types to no more than two categories of errors.</li> <li>• A stimulus should not be used if the answer choices repeat the exact text/sentences from the stimulus.</li> <li>• Assess usage, not grammatical terms. Most evidence statements can be assessed <i>without</i> naming the specific</li> </ul>

	<p>error. When a grade-appropriate skill cannot be assessed <i>efficiently</i> without also using basic grammar terms (e.g., verb, tense, possessive) the named error <b>must be clearly identified (e.g., <u>underlined</u>)</b> so that students can answer the question <b>without</b> having demonstrative knowledge of the term. For example,</p> <ul style="list-style-type: none"> <li>○ Which of the following [<u>underlined</u> pairs of words or <u>underlined</u> words] uses possessives correctly?  <b>Note:</b> in this stem, the error is identified by name because to word it otherwise would make the sentence needlessly complex for grade 6 students. However, because the error is <u>underlined</u>, the student does <b>not</b> need to know the term itself to make the appropriate correction.</li> <li>○ A student wants to revise part of a story for correct verbs. Read the following sentences and then answer the question that follows. I <u>went</u> to the mall yesterday. First I <u>bought</u> earrings, and next I <u>buy</u> a gift for my brother. Before leaving, I <u>enjoyed</u> an ice cream cone. Click on the verb that is not in the same tense. <b>Note</b> for inappropriate verb shifts: Any shift must be clearly incorrect, inconsistent, or confusing.</li> </ul> <ul style="list-style-type: none"> <li>• Errors with sentence structure must be “correctable” with conventions: whether the error is a <u>comma splice</u> (two independent clauses joined with just a comma), or a <u>fused sentence</u> (two independent clauses with no comma/coordinating conjunction or no semi-colon), the errors need to be <i>correctable with punctuation</i>. <b>Note:</b> “On-and-on” sentences that are strings of independent clauses joined by coordinating conjunctions (e.g., “On my day off I went to the store, and I went to the park, and then I walked the dog, but he got loose, so I had to chase him.”) have style faults and should be addressed under revision (1b, 3b, or 6b); however, they cannot be labeled as having “errors of conventions.”             <ul style="list-style-type: none"> <li>○ Examples of conventions errors:                     <ul style="list-style-type: none"> <li>▪ <u>Comma splice</u>: “It snowed 10 inches today, tomorrow it is going to rain.”</li> <li>▪ <u>Fused sentence</u>: “It snowed 10 inches today tomorrow it is going to rain.”</li> </ul> </li> </ul> </li> <li>• Errors – particularly with commas – must be clear. For example, <i>short</i> introductory phrases/clauses don't always need commas after them; likewise, very <i>short</i> independent clauses may not necessitate a comma after the coordinating conjunction (such as “For dinner we had spaghetti” and “She washed and he dried the dishes”). Therefore, because these types of distractors could be viewed as plausible, they should not be used as distractors unless they are clearly used [in]correctly (<i>long</i> introductory clauses or independent clauses + coordinating conjunctions) .</li> </ul>
<p style="text-align: right;"><b>Standards</b></p>	<p><b>L-1</b> <u>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u></p> <p><b>L-2</b> <u>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u></p>
<p style="text-align: right;"><b>Depth of Knowledge</b></p>	<p>DOK 1 or 2 <b>Note:</b> Few conventions items are DOK 2. Items requiring true analysis (DOK 2) could include agreement items, especially those for which the student must analyze the number of the subject and verb, particularly when</p>

	<p>they are separated by phrases/clauses or the subject is a collective noun (as an example). Another example might be pronoun and antecedent agreement when the number of the indefinite pronoun is determined by the meaning of an intervening phrase. Nonetheless, DOK should not be confounded with “difficulty,” and item writers must be sure that true analysis is required before labeling an item DOK 2.</p>
<p><b>Stimuli/Passages</b></p>	<ul style="list-style-type: none"> <li>• Stimuli for this target, when used, may be narrative, explanatory, or argumentative texts. The stimulus should be no longer or shorter than necessary to assess knowledge of the skill or skills being assessed. For example, students need not read multiple paragraphs to identify one error; likewise, a stimulus with three errors would likely require more than one sentence. The stimulus needs an audience and purpose <i>only</i> when that information affects the correct answer, for example, when assessing punctuation for effect.</li> <li>• Do not include a stimulus if the answer choices would repeat the exact text from the stimulus.</li> </ul>
<p><b>Stimuli/Text Complexity</b></p>	<ul style="list-style-type: none"> <li>• The stimulus must be appropriately complex for the skill being assessed. The stimulus must be consistent with the purpose and intent of the target and standard being measured.</li> <li>• The stimulus will read as would authentic student writing for the targeted grade. That is, the content, language/vocabulary, and sentence structure of each stimulus should be similar to what students would write at the tested grade level. (<b>Note:</b> Do not lower the readability of a stimulus simply by converting complex or compound sentences into simple sentences. This usually results in choppy, less cohesive writing.)</li> <li>• The stimulus should be a model of good writing. It should NOT promote formulaic writing (e.g., topic sentence, three development sentences, and a concluding sentence that restates the topic sentence). A one-to-two paragraph stimulus, for example, should be written as if it is part of a larger piece of writing.</li> </ul>
<p><b>Accessibility Concerns</b></p>	<p>Students will be required to read brief grade-level narrative, explanatory, or argumentative. Students with physical impairments may need to use an adapted mouse or a computer with eye-scanning capabilities. Students who are visually impaired or blind may need to have visual media described to them. Other formats or supports may be necessary for students with other disabilities. Speech-to-text may be an appropriate accommodation for students who have difficulty writing. The accommodations listed here are suggestions and could be altered depending on what accommodations will be allowable.</p>

Evidence Required	New-to-grade conventions (Every item <b>MUST</b> assess at least one new-to-grade skill.)	Language progression chart conventions assessed across relevant grade spans. Stimulus and item stem <b>MUST</b> be appropriately complex for the grade level.	Skills from previous two grades
	<p>The student will identify, edit to correct, and/or edit for correct use of</p> <ol style="list-style-type: none"> <li>1. subjective pronouns</li> <li>2. objective pronouns</li> <li>3. possessive pronouns.</li> <li>4. intensive pronouns.</li> <li>5. inappropriate shifts in pronoun number and person.*</li> <li>6. vague or ambiguous or unclear pronoun references.*</li> <li>7. commas to set off nonrestrictive or parenthetical elements.*</li> <li>8. parentheses to set off nonrestrictive or parenthetical elements.*</li> <li>9. dashes to set off nonrestrictive or parenthetical elements.*</li> <li>10. correct spelling of words that are at or up to two grades below grade level, including frequently misspelled words.</li> </ol>	<p>The student will identify, edit to correct, and/or edit for correct use of</p> <ol style="list-style-type: none"> <li>11. subject-verb agreement.</li> <li>12. pronoun-antecedent agreement.</li> <li>13. inappropriate sentence fragments, run-on sentences.</li> <li>14. frequently confused words (to/too/two; there/their).</li> <li>15. inappropriate shifts in verb tense.</li> <li>16. punctuation to separate items in a series.</li> </ol>	<p>The student will identify, edit to correct, and/or edit for correct use of</p> <p style="text-align: center;">Grade 5:</p> <ol style="list-style-type: none"> <li>17. perfect verb tense.</li> <li>18. verb tense to convey various times, sequences, states, and conditions.</li> <li>19. correlative conjunctions.</li> <li>20. comma to separate an introductory element from the rest of a sentence.</li> <li>21. comma to set off the words yes and no, to set off a tag question, and to indicate direct address.</li> <li>22. underlining, quotations marks, or italics to indicate titles of works.</li> </ol> <p style="text-align: center;">Grade 4:</p> <ol style="list-style-type: none"> <li>23. relative pronouns.</li> <li>24. relative adverbs.</li> <li>25. progressive verb tenses.</li> <li>26. modal auxiliaries to convey various conditions.</li> <li>27. correct order of adjectives within a sentence according to conventional patterns.</li> <li>28. capitalization.</li> <li>29. commas and quotation marks to mark direct speech and quotations.</li> <li>30. comma before a coordinating conjunction in a compound sentence.</li> </ol>
	*Indicates a skill that is from the Language Progression Chart in CCSS and will be repeated in subsequent grades.		
<b>Allowable Item Types</b>	Multiple Choice, single correct response; Multiple Choice, multiple correct response; Hot Text, select text		

**Note:** Text included in brackets [ ] in the following task model item stems indicates possible alternative wording. When constructing questions, be sure to select only one wording option; do not include the additional options in brackets.

Task Models	
<p><b>Task Model 1</b>  <b>Item Type: Multiple-Choice, single correct response</b>  <b>DOK: 1, 2</b></p>	<p><b>Stimulus:</b></p> <ul style="list-style-type: none"> <li>• Do not include a stimulus if the answer choices repeat the exact text from the stimulus.</li> <li>• If a stimulus is used, text should be at grade level. Text will be brief—the stimulus should be no longer (or shorter) than necessary to assess knowledge of the skill or skills being assessed. The stimulus needs an audience and purpose <i>only</i> when that information affects the correct answer (e.g., punctuation for effect).</li> <li>• The text may include one (or more) sentence that includes no more than three grammar usage, punctuation, or spelling errors, depending on the stem used. At least one error must be new-to-the-grade; additional errors can be from previous two grades (4 and 5) and/or language conventions chart.</li> <li>• Errors in sentence structure must be “correctable” with punctuation (e.g., a period and a capital letter for fused sentences; addition of a coordinating conjunction for a comma splice; sentence-combining for a sentence fragment).</li> <li>• Errors – particularly with commas – must be clear. For example, <i>short</i> introductory phrases/clauses don't always need commas after them; likewise, very <i>short</i> independent clauses may not necessitate a comma after the coordinating conjunction (such as "For dinner we had spaghetti" and "She washed and he dried the dishes"). Therefore, because these types of distractors could be viewed as plausible, they should not be used as distractors unless they are clearly used [in]correctly (<i>longer</i> introductory clauses or independent clauses + coordinating conjunctions) .</li> </ul> <p><b>Task Description:</b> The <b>stem</b> will pose a question about how to edit to correct an error or errors in grammar usage, punctuation, [capitalization- not a new-to-grade skill], or spelling. <b>Answer choices</b> will present four options of similar structure. The <b>correct answer</b> will be a clearly discernible and correct solution to correct the error or errors in the stimulus. The <b>distractors</b> will be revisions to the text that may be plausible to students who 1) misunderstand the applicable grammar usage, spelling, or punctuation rule, 2) apply the wrong rule for the specific error and/or context, or 3) easily confused homonyms.</p> <p><b>Appropriate Stems:</b>                  See <b>Evidence Required</b>, beginning on page 3, for grade 6 appropriate grammar usage, [capitalization— not a new-to-grade skill beyond grade 4], spelling, and punctuation errors. A variety of items should be written to address as many <b>evidence statements</b> as possible, but all items must include at least one new-to-grade skill.</p> <ul style="list-style-type: none"> <li>• Read the sentence[s] and the question that [follows/follow].                      [Insert sentence(s) containing up to three errors, with at least one new-to-grade error in grammar usage (e.g., error(s) in pronoun case and error(s) with intensive/reflexive pronouns (both new-to-grade skills)); can also add errors from previous 2 grades and/or language progression chart].                      Choose the sentence that corrects the [<b>one or two or three</b>] grammar</li> </ul>

<p>_____</p>	<p>usage error[s]. _____</p> <ul style="list-style-type: none"> <li>• Choose the sentence [or sentences/short paragraph] that is punctuated correctly [e.g., correctly uses dash, parenthesis, commas in [non]restrictive elements, or items in a series. Question can also be worded as choose the sentence that has punctuation errors].</li> <li>• Choose the sentence that is correctly punctuated [e.g., choices could contain sentences that do not have necessary commas for non-restrictive clauses (new-to-grade), along with sentences that are fragments or run on (language progression chart skill), as well as correct answer].</li> <li>• A student is writing a story [or other form] for class. Read the sentences from the [story] and the question that follows. [Insert sentences with underlined sentence containing grammar usage – or other – error(s) here.] Which sentence corrects the [one or two or three] grammar usage [or other] error(s) in the underlined sentence? [Example: error with intensive pronouns (new-to-grade skill) and inappropriate shifts in verb tense and pronoun number/case, etc.]</li> <li>• Choose the sentence containing a spelling error [e.g., grade-appropriate and/or frequently misspelled words. <b>Note:</b> Frequently confused words are labeled “grammar usage errors” not “spelling errors”].</li> <li>• Read the following sentence that has [number] error[s] in [grammar usage/punctuation/and/or spelling]. Then read the question that follows. [Insert sentence with errors here.] Which sentence corrects [all] the [specify grade-appropriate grammar usage/punctuation/spelling] error[s]?</li> </ul> <p><b>Note:</b> The maximum number of errors to be included in any item at this grade is three. While up to three errors may be embedded in the sentence, be sure to limit to no more than two categories of errors</p> <p><b>Scoring Rules:</b> Correct = 1 point; other = 0 points.--</p>
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Task Models	
<p><b>Task Model 2</b>  <b>Item Type: Multiple Choice, multiple correct response</b>  <b>DOK 1, 2</b></p>	<p><b>Stimulus:</b></p> <ul style="list-style-type: none"> <li>• Do not include a stimulus if the answer choices repeat the exact text from the stimulus.</li> <li>• If a stimulus is used, text should be grade level. Text will be brief— the stimulus should be no longer (or shorter) than necessary to assess knowledge of the skill or skills being assessed. The stimulus needs an audience and purpose <i>only</i> when that information affects the correct answer (e.g., punctuation for effect).</li> <li>• The text may include one (or more) sentence that includes no more than three grammar usage, punctuation, or spelling errors, depending on the stem used. At least one error must be new-to-the grade; additional errors can be from previous two grades (4 and 5) and/or language progression chart.</li> <li>• Errors in sentence structure must be “correctable” with punctuation (e.g., a period and a capital letter for fused sentences; addition of a coordinating conjunction for a comma splice; sentence combining for a sentence fragment).</li> <li>• Errors – particularly with commas – must be clear. For example, <i>short</i> introductory phrases/clauses don't always need commas after them; likewise, very <i>short</i> independent clauses may not necessitate a comma after the coordinating conjunction (such as "For dinner we had spaghetti" and "She washed and he dried the dishes"). Therefore, because these types of distractors could be viewed as plausible, they should not be used as distractors unless they are clearly used [in]correctly (<i>long</i> introductory clauses or independent clauses + coordinating conjunctions).</li> </ul> <p><b>Task Description:</b> The <b>stem</b> will pose a question about two ways to correct an error or errors in grammar usage, punctuation, or spelling. <b>Answer choices</b> for multiple correct response items should present more than four options (e.g., 5 or 6, so that fewer than half the choices are correct responses). The <b>correct two answers</b> will be a clearly discernible and correct solution to edit the error or errors in the stimulus. The <b>distractors</b> will be possible edits to the text that may be plausible to students who 1) misunderstand the applicable grammar usage, capitalization, punctuation, or spelling rule, 2) apply the wrong rule for the specific error and/or context, 3) easily confused homonyms.</p> <p><b>Appropriate Stems:</b>                  See <b>Evidence Required</b>, beginning on page 3, for grade 6 appropriate grammar usage, spelling, and punctuation errors. A variety of items should be written to address as many <b>evidence statements</b> as possible, but all items must include at least one new-to-grade skill. See Task Model 1 for examples of error types</p> <ul style="list-style-type: none"> <li>• Choose the <b>two</b> sentences that are punctuated correctly [e.g., dash, parenthesis, commas in [non]restrictive elements, or items in a series].</li> <li>• Choose <b>two</b> sentences that are correctly punctuated [e.g., choices could contain sentences that are missing commas for non-restrictive clauses (new-to-grade), along with sentences that are fragments or fused sentences (language progression chart skill), along with the <b>two</b> correct answers].</li> <li>• Read the sentences and the question that follows.                      [Insert one sentence containing up to three errors in grammar usage or other.]</li> </ul>

	<p>Choose two ways that correct [number and types of errors] [e.g., error in pronoun case (new-to-grade) and verb agreement error (language progression chart)].</p> <ul style="list-style-type: none"><li>Choose the <b>two</b> sentences containing spelling errors [e.g., grade-appropriate spelling words. <b>Note:</b> Frequently confused words are labeled “grammar usage errors” not “spelling errors”].</li></ul> <p><b>Note:</b> The maximum number of errors to be included in any item at this grade is three. While up to three errors may be embedded in the sentence, be sure to limit to no more than two categories of errors.</p> <p><b>Scoring Rules:</b> All correct = 1 point; other = 0 points.</p>
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Task Models	
<p><b>Task Model 3</b>  <b>Item Type: Hot Text, select text</b>  <b>DOK: 1, 2</b></p>	<p><b>Stimulus:</b></p> <ul style="list-style-type: none"> <li>Do not include a stimulus if the answer choices repeat the exact text from the stimulus. However, for model 3, there frequently is a short stimulus. When a stimulus is used, text should be grade level. Text will be brief – the stimulus should be no longer (or shorter) than necessary to assess knowledge of the skill or skills being assessed. The stimulus needs an audience and purpose <i>only</i> when that information affects the correct answer (e.g., punctuation for effect).</li> <li>The text may include one (or more) sentence that includes no more than three grammar usage, punctuation, or spelling errors, depending on the stem used. At least one error must be new-to-the-grade; additional errors can be from previous two grades (4 and 5) and/or language progression chart.</li> <li>Errors in sentence structure must be “correctable” with punctuation (e.g., a period and a capital letter for fused sentences; addition of a coordinating conjunction for a comma splice; sentence-combining for a sentence fragment).</li> <li>Errors – particularly with commas – must be clear. For example, short introductory phrases/clauses don't always need commas after them; likewise, very short independent clauses may not necessitate a comma (such as "For dinner we had spaghetti" and "She washed and he dried the dishes"). Therefore, because these types of distractors could be viewed as plausible, they should not be used as distractors unless they are clearly used [in]correctly (<i>long</i> introductory clauses or independent clauses + coordinating conjunctions) **.</li> </ul> <p><b>Task Description:</b> The <b>stem</b> will direct students to select a response that corrects an error or errors in grammar usage, punctuation, or spelling. <b>Answer choices</b> for select text items should present more than four options (e.g., 5 or 6, so that fewer than half the choices are correct responses). The <b>correct answer</b> will be a clearly discernible and correct solution to edit the error or errors in the stimulus. Stimulus should be a <b>short</b> (3-4 cohesive sentences) narrative, opinion, or informational piece with five or <b>six</b> underlined possible “errors” in grade-appropriate grammar usage, punctuation, [capitalization – not a new-to-grade skill at gr 6], sentence formation, or spelling. The <b>distractors</b> will be edits to the text that may be plausible to students who 1) misunderstand the applicable grammar usage, capitalization, punctuation, or spelling rule, 2) apply the wrong rule for the specific error and/or context, 3) easily confused homonyms.</p> <p><b>Appropriate Stems:</b></p> <p>See <b>Evidence Required</b>, beginning on page 3, for grade 6 appropriate grammar usage, spelling, and punctuation errors. A variety of items should be written to address as many <b>evidence statements</b> as possible, but all items must include at least one new-to-grade skill.</p> <ul style="list-style-type: none"> <li>[Insert short text/paragraph] Click to highlight the sentence [or two sentences] that has [name the number] errors in grammar usage. [Sentences could contain error(s) in pronoun case and error(s) with intensive/reflexive pronouns (both new-to-grade skills),</li> </ul>

	<p>along with ambiguous <u>pronouns</u>, <u>inappropriate</u> shifts in verb tense, agreement errors, etc.]</p> <ul style="list-style-type: none"> <li>• [Insert short text.] Click on the [<b>one</b> or <b>two</b>] sentence(s) that is/are punctuated correctly [e.g., dash, parenthesis, commas in [non]restrictive elements].</li> <li>• [Insert short text, with 5 to 7 underlined possible answers] Click to highlight the [<b>one</b> or <b>two</b> or <b>three</b>] errors in punctuation (and/or grammar usage) that should be edited. <b>Note:</b> Be sure that the length of the stimulus is appropriate for the number of embedded errors.</li> <li>• Read this paragraph from a student's research report. [Insert short text.] Then click on [one or two] sentence[s] that [does/do] <b>not</b> use commas correctly[e.g., to set off non-restrictive elements and—if additional errors used—commas in series].</li> <li>• Read the student's paragraph about _____ [insert short text—paragraph with at 5 to 7 sentences, some with spelling errors]. Click on the [<b>one</b> or <b>two</b> or <b>three</b>] sentences that contain spelling errors [or grammar usage errors for frequently confused words].</li> <li>• [Embed two to three pairs of words within sentence(s).] For each pair of words, click on the word that shows correct grammar usage. [For example, to assess subject/object pronouns (new-to-grade): My friends and <b>I/me</b> want to show <b>they/them</b> our new backpacks. Can also add frequently confused word pairs from language progression chart]</li> <li>• Read the following paragraph and the directions that follow. [Insert 3-4 sentences, with 5-6 underlined <u>word(s)</u>, each followed by an underlined <u>punctuation mark</u>, as possible answers]. Click to highlight the <b>one</b> <u>underlined</u> section that has a punctuation error** [or has no punctuation errors/uses punctuation correctly. Errors can be with the use of parenthesis, dash, ellipses for (non)restrictive elements, etc. For example: My favorite <u>teacher – Mrs. Smith –</u> always tells us, “Don’t <u>run</u>, with scissors in your hands!” But today <u>we</u>, had a fire drill. We suddenly noticed <u>that – Mrs. Smith –</u> was running <u>quickly</u>, down the hall with scissors in her hand.].</li> <li>• [Insert 3-4 sentences, with 5-6 underlined words with one/two/three spelled incorrectly or correctly] Click on the [<b>one</b> or two or three] <u>underlined</u> word that is <b>not</b> spelled correctly [or is spelled correctly]. <b>Note:</b> Frequently confused words are labeled “grammar usage errors” not “spelling errors”].</li> <li>•</li> </ul> <p><b>Note:</b> The maximum number of errors to be included in any item at this grade is three. While up to three errors may be embedded in the sentence, be sure to limit to no more than two categories of errors</p> <p><b>Scoring Rules:</b> All correct = 1 point; other = 0 points.</p>
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