

Claim 3: Students can employ effective speaking and listening skills for a range of purposes and audiences.	
Target 4: LISTEN/INTERPRET: Analyze, interpret, and use information delivered orally.	
Clarifications	<p>All items are text-dependent. No item is answerable without listening to the presentation.</p> <p>As much as possible, items should allude to content presented in the stimulus, or if necessary, content may be paraphrased. Items may contain direct excerpts from the script of the presentation when necessary to assess the skill. As much as possible, when excerpts are used, they are used in the item stem rather than as answer options. The purpose of using excerpts in items is to examine the excerpt within the context of the stimulus, and not to examine the excerpt as isolated content.</p> <p>Items do not assess minor details.</p> <p>Students should only need to listen to the presentation once in order to respond to items.</p> <p>Items should use the word “speaker” when the stimulus is commissioned. Items should use the word “author” or the author’s name when the stimulus is permissionable or public domain.</p>
Standards	<p>SL-2 <u>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</u></p> <p>SL-3 <u>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</u></p>
Depth of Knowledge	DOK 1, DOK 2, DOK 3
Stimuli	<p>Stimuli are audio presentations* that may include images. Presentations are one minute in length.</p> <p>The presentation must have a definite purpose and express a viewpoint on a topic. The presentation may contain an argument with premises and claims. The presentation must include sufficient detail, stated or implied, to allow for the formation of conclusions. The presentation may include errors in the line of reasoning, include irrelevant information, and/or lack sufficient evidence for the points made. The presentation may include content that indicates it is credible, reliable, or accurate. The presentation may have credibility, reliability, or accuracy errors if content in the presentation indicates that an error might exist.</p> <p>*Stimuli may include exposition, argument, and functional presentations in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts intended for a broad audience.</p> <p>All stimuli will include a short audio introduction to provide background context for students before they listen to the presentation.</p> <p>Appropriate Introduction for Commissioned Stimuli: In the following presentation you will hear a speaker discuss [topic].</p>

	Appropriate Introduction for Permissionable and Public Domain Stimuli: The following presentation is from [source—include date if necessary]. In this piece, [author] discusses [topic].
Stimuli/Text Complexity	The spoken texts of presentations should be at grade level and may be of low to high complexity.
Accessibility Concerns	Students will be required to listen to grade-level spoken texts and use a mouse. Students with physical impairments may need to use an adapted mouse or others a computer with eye scanning capabilities. Students with hearing impairments may need for the spoken information to be signed or provided in closed captioning. Students who are visually impaired or blind may need have visual media described to them. Students with auditory processing may need to have the listening information repeated. Other formats or supports may be necessary for students with other disabilities. The accommodations listed here are suggestions and could be altered depending on what accommodations will be allowable.
Evidence Required	<ol style="list-style-type: none"> 1. The student will identify, interpret, or analyze the point of view, purpose, central idea, or key points of a presentation. 2. The student will analyze how information is presented and/or the effects of the delivery. 3. The student will analyze a quality (credibility, reliability, accuracy, soundness of reasoning, relevance or sufficiency of evidence) of a presentation. 4. The student will draw and/or support a conclusion based on content in a presentation. 5. The student will integrate content from a presentation with material external to the presentation.
Allowable Item Types	Multiple Choice, single correct response; Multiple Choice, multiple correct response; Two-part multiple choice, with evidence responses, Matching Tables

Task Models	
<p>Task Model 1</p> <p>Item Type: Multiple Choice, single correct response</p> <p>DOK: 1, 2, 3</p>	<p>Task Description:</p> <p>For each of the evidence statements, the answer choices will present four options of similar structure. The correct answer will be clearly discernible. The distractors will be details from the presentation or statements that may be plausible to students who 1) misinterpret details in the presentation, 2) make erroneous conclusions, inferences, judgments, or other analyses about the presentation or about content provided in the item stem, or 3) apply faulty reasoning about the presentation.</p> <p>Distractors will reflect common student errors.</p> <p>Rationales should state the justification for the type of plausible distractor.</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> 1. The student will identify, interpret, or analyze the point of view, purpose, central idea, or key points of a presentation. 2. The student will analyze how information is presented and/or the effects of the delivery. 3. The student will analyze a quality (credibility, reliability, accuracy, soundness of reasoning, relevance or sufficiency of evidence) of a presentation. 4. The student will draw and/or support a conclusion based on content in a presentation. 5. The student will integrate content from a presentation with material external to the presentation. <p>Description for Evidence Statement 1:</p> <p>The item stem will pose a question that requires the student to identify, interpret, or analyze the point of view, purpose, central idea, or key points of the presentation.</p> <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Which statement best describes [speaker's] viewpoint/argument/claim in the presentation/about [topic]? • What is the most likely purpose of the presentation? • What is the central idea of the presentation? • Which statement best expresses [concept in presentation]? • Read the [excerpt type] from the presentation and the directions that follow. [short excerpt from presentation that <u>cannot</u> be interpreted without listening to other content in the presentation] Which statement best describes the meaning of the [excerpt type]? • What does [short excerpt from presentation that <u>cannot</u> be interpreted without listening to other content in the presentation] show/mean? • Which detail from the presentation explains/supports [idea in the presentation]? • According to the presentation, [question that requires the student to identify an explicitly stated detail relating to a point of view, purpose, central idea, or key point of the presentation]? <p>Description for Evidence Statement 2:</p>

The **item stem** will pose a question that requires the student to analyze the delivery of content in the presentation. **NOTE:** Items assessing technique assess rhetoric technique (e.g., exaggeration, repetition, making a comparison, including a question). Items do NOT assess literary technique (e.g., metaphor, personification) or specific terminology (e.g., hyperbole, rhetorical question).

Appropriate Stems:

- What is the **most likely** reason/Why does [speaker] include [content in presentation/rhetoric technique]?
- How does [content in presentation/word choice/tone/bias] support [speaker’s purpose/central idea/key point of the presentation]?
- Which idea/claim/point does [speaker] emphasize by including [content in presentation]/by [using rhetoric technique]?
- How does [speaker] support/emphasize [content in presentation]?
- Which technique does [speaker] use to support/emphasize [idea in presentation]?
- Which of the following **best** describes how [speaker] uses [rhetoric technique] to support/show [idea in presentation]?
- [question that requires the student to identify an explicitly stated detail relating to the delivery of content in the presentation]?

Description for Evidence Statement 3:

The **item stem** will pose a question that requires the student to analyze a quality (credibility, reliability, accuracy, soundness of reasoning, relevance or sufficiency of evidence) of the presentation.

Appropriate Stems:

- Which information in the presentation **best** establishes the [speaker’s] credibility?
- Which statement/detail explains/shows why the presentation/[specific information in the presentation] is accurate/is reliable/is a reliable source of information/may be unreliable?
- Which detail from the presentation may be unreliable?
- Which part of [speaker’s] argument is based on an error in reasoning?
- Which of the following **best** describes the error in reasoning [speaker] makes in developing [argument/specific claim]?
- Which detail from the presentation shows an error in [speaker’s] line of reasoning in developing [argument/specific claim]?
- Which change should [speaker] make to correct his/her line of reasoning in forming [argument/claim]?
- The word “relevant” means to be important or closely connected. (**NOTE:** Include this lead-in only if “relevant” is used in the item.) Which detail from the presentation is **most** relevant to/**best** establishes [speaker’s claim]?
- The word “irrelevant” means to be unimportant or not related. Which detail from the presentation is irrelevant to [speaker’s claim]?
- Which idea/claim from the presentation is **not** fully supported/is unclear? **NOTE:** This stem should be used only when the stimulus contains an idea or a claim that is distinctly lacking support or is evidently unclear.

Description for Evidence Statement 4—Option 1:

The **item stem** will pose a question that requires the student to select a

	<p>conclusion or inference that is supported by content in the presentation.</p> <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Which conclusion/statement is best supported by evidence from/can be made based on the presentation? • Based on the presentation, which statement is suggested about/best describes [topic in presentation]? • [question about content in the presentation that requires the student to draw a conclusion or make an inference based on the presentation]? <p>Description for Evidence Statement 4—Option 2: The item stem will give a conclusion or inference and pose a question that requires the student to select the details from the presentation that support that conclusion or inference.</p> <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Which evidence/detail from the presentation indicates/best supports [conclusion or inference based on the presentation]? • [conclusion or inference based on the presentation]. Which evidence/detail from the presentation best supports this conclusion/statement? <p>Description for Evidence Statement 5: The item stem will provide material not included in the presentation. It will pose a question that asks the student to make an analysis that requires the student to integrate the provided material with the content in the presentation. NOTE: The provided material should be limited in length.</p> <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Read the quotation by [author]/information about [topic] and the directions that follow. [quotation or information that relates to the presentation] [question that requires the student to make an analysis by integrating the provided material with the content of the presentation]? • Look at the [image type]/table and read the directions that follow. [image or table that relates to the presentation] [question that requires the student to make an analysis by integrating the provided material with the content of the presentation]? <p>Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p>
--	--

Task Models	
<p>Task Model 2</p> <p>Item Type: Multiple Choice, multiple correct response</p> <p>DOK: 1, 2, 3</p>	<p>Task Description:</p> <p>For each of the evidence statements, the answer choices will present five to eight options of similar structure. At least two of the options will be correct answers, and no more than half of the options will be correct. Each correct answer will be clearly discernible. The distractors will be details from the presentation or statements that may be plausible to students who 1) misinterpret details in the presentation, 2) make erroneous conclusions, inferences, judgments, or other analyses about the presentation or about content provided in the item stem, or 3) apply faulty reasoning about the presentation.</p> <p>Distractors will reflect common student errors.</p> <p>Rationales should state the justification for the type of plausible distractor.</p> <p>The item stem will either state the number of correct responses or state “Select all that apply.”</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> 1. The student will identify, interpret, or analyze the point of view, purpose, central idea, or key points of a presentation. 2. The student will analyze how information is presented and/or the effects of the delivery. 3. The student will analyze a quality (credibility, reliability, accuracy, soundness of reasoning, relevance or sufficiency of evidence) of a presentation. 4. The student will draw and/or support a conclusion based on content in a presentation. 5. The student will integrate content from a presentation with material external to the presentation. <p>Description for Evidence Statement 1:</p> <p>The item stem will pose a question that requires the student to identify, interpret, or analyze the point of view, purpose, central idea, or key points of the presentation.</p> <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Which statements best describe [speaker’s] viewpoint/argument/claim in the presentation/about [topic]? Select [number] options. • Which of the following best describe the purposes of the presentation? Select [number] options. • Which of the following best describe the central ideas of the presentation? Select [number] options. • Which statements best express [concept in presentation]? Select [number] options. • Read the [excerpt type] from the presentation and the directions that follow. [short excerpt from presentation that <u>cannot</u> be interpreted without listening to other content in the presentation] Which statements best describe the meaning of the [excerpt type]? Select [number] options. • What does [short excerpt from presentation that <u>cannot</u> be interpreted without listening to other content in the presentation] show/mean?

	<p>Select [number] options.</p> <ul style="list-style-type: none"> • Which details from the presentation explain/support [idea in the presentation]? Select [number] options. • According to the presentation, [question that requires the student to identify explicitly stated details relating to point of view, purpose, central idea, or key point(s) of the presentation]? Select [number] options. <p>Description for Evidence Statement 2:</p> <p>The item stem will pose a question that requires the student to analyze the delivery of content in the presentation. NOTE: Items assessing technique assess rhetoric technique (e.g., exaggeration, repetition, making a comparison, including a question). Items do NOT assess literary technique (e.g., metaphor, personification) or specific terminology (e.g., hyperbole, rhetorical question).</p> <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • What are the most likely reasons/Why does [speaker] include [content in presentation/rhetoric technique]? Select [number] options. • How does [content in presentation/word choice/tone/bias] support [speaker's purpose/central idea/key point of the presentation]? Select [number] options. • Which ideas/claims/points does [speaker] emphasize by including [content in presentation]/by [using rhetoric technique]? Select [number] options. • How does [speaker] support/emphasize [content in presentation]? Select [number] options. • Which technique does [speaker] use to support/emphasize [idea in presentation]? Select [number] options. • Which of the following best describe how [speaker] uses [rhetoric technique] to support/show [idea in presentation]? Select [number] options. • [question that requires the student to identify explicitly stated details relating to the delivery of content in the presentation]? Select [number] options. <p>Description for Evidence Statement 3:</p> <p>The item stem will pose a question that requires the student to analyze a quality (credibility, reliability, accuracy, soundness of reasoning, relevance or sufficiency of evidence) of the presentation.</p> <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Which statements/details explain/show why the presentation/[specific information in the presentation] is accurate/is reliable/is a reliable source of information/may be unreliable? Select [number] options. • Which details from the presentation may be unreliable? Select [number] options. • Which parts of [speaker's] argument is based on an error in reasoning? Select [number] options. • Which of the following best describe the error in reasoning [speaker] makes in developing [argument/specific claim]? Select [number] options. • Which details from the presentation show an error in [speaker's] line of reasoning in developing [argument/specific claim]? Select [number] options. • Which changes should [speaker] make to correct his/her line of
--	--

	<p>reasoning in forming [argument/claim]? Select [number] options.</p> <ul style="list-style-type: none"> • The word “relevant” means to be significant to something. (NOTE: Include this lead-in only if “relevant” is used in the item.) Which details from the presentation are most relevant to/best establish [speaker’s claim]? Select [number] options. • The word “irrelevant” means to be unimportant or not related. Which details from the presentation are irrelevant to [speaker’s claim]? Select [number] options. • Which ideas/claims from the presentation are not fully supported/are unclear? Select [number] options. NOTE: This stem should be used only when the stimulus contains an idea or a claim that is distinctly lacking support or is evidently unclear. <p>Description for Evidence Statement 4—Option 1: The item stem will pose a question that requires the student to select the conclusions or inferences supported by content in the presentation.</p> <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Which conclusions/statements are best supported by evidence from/can be made based on the presentation? Select [number] options. • Based on the presentation, which statements are suggested about/best describe [topic in presentation]? Select [number] options. • [question about content in the presentation that requires the student to draw a conclusion or make an inference based on the presentation]? Select [number] options. <p>Description for Evidence Statement 4—Option 2: The item stem will give a conclusion or inference and pose a question that requires the student to select the details from the presentation that support that conclusion or inference.</p> <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Which evidence/details from the presentation indicate/best support [conclusion or inference based on the presentation]? Select [number] options. • [conclusion or inference based on the presentation]. Which evidence/details from the presentation best support this conclusion/statement? Select [number] options. <p>Description for Evidence Statement 5: The item stem will provide material not included in the presentation and will pose a question that asks the student to make an analysis that requires the student to integrate the provided material with the content of the presentation. NOTE: The provided material should be limited in length.</p> <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Read the quotation by [author]/information about [topic] and the directions that follow. [quotation or information that relates to the presentation] [question that requires the student to make an analysis by integrating the provided material with the content of the presentation]? Select [number] options. • Look at the [image type]/table and read the directions that follow. [image or table that relates to the presentation]
--	--

	<p>[question that requires the student to make an analysis by integrating the provided material with the content of the presentation]? Select [number] options.</p> <p>Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p>
--	--

Task Models	
<p>Task Model 3 Item Type: Two-part multiple choice, with evidence responses DOK: 2, 3</p>	<p>Task Description:</p> <p>The item has two parts: part A and part B.</p> <p>The answer choices of PART A will present four options of similar structure. The correct answer will be clearly discernible. The distractors may be plausible to students who 1) misinterpret details in the presentation, 2) make erroneous conclusions, inferences, judgments, or other analyses about the presentation or about content provided in the item stem, or 3) apply faulty reasoning about the presentation.</p> <p>The item stem of PART B will pose a question that elicits evidence for PART A. Typically, the question will ask the student to choose the text detail that best supports the answer in PART A. If there are no supporting text details, then the question may instead ask the student to choose the option that 1) applies or builds on the response in PART A or 2) is a detail that supports a concept related to the concept tested in PART A.</p> <p>The answer choices of PART B will present four options. The correct answer will be clearly discernible. The distractors will 1) provide plausible support for the distractors in PART A, 2) provide plausible applications or further analyses of the distractors in PART A, or 3) provide plausible support for the related concept while reflecting the same or similar errors reflected in the distractors in PART A.</p> <p>NOTE: Avoid answer choices in the two parts of the item that obviously correspond to one another such that selecting a particular answer choice in PART A directly determines which answer choice will be selected in PART B. Thus, some or all answer choices in PART B should provide plausible support for more than one answer choice in PART A.</p> <p>Note on PART B for all Evidence Statements: If the required evidence cannot be put in one correct answer, then PART B may contain two correct answers. If PART B has two correct answers, then it must have five or six options instead of four options.</p> <p>Distractors will reflect common student errors.</p> <p>Rationales should state the justification for the type of plausible distractor.</p> <p>Lead-in for all Items:</p> <ul style="list-style-type: none"> • The following question has two parts. First, answer part A. Then, answer part B. <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> 1. The student will identify, interpret, or analyze the point of view, purpose, central idea, or key points of a presentation. 2. The student will analyze how information is presented and/or the effects of the delivery. 4. The student will draw and/or support a conclusion based on content in a presentation. 5. The student will integrate content from a presentation with material external to the presentation. <p>Description for Evidence Statement 1:</p> <p>The item stem of PART A will pose a question that requires the student to identify, interpret, or analyze the point of view, purpose, central idea, or key</p>

	<p>points of the presentation.</p> <p>Appropriate Stems for PART A:</p> <ul style="list-style-type: none"> • Which statement best describes/expresses [speaker's] viewpoint/argument/claim in the presentation/about [topic]? • Which of the following best describes the purpose of the presentation? • What is the central idea of the presentation? • Read the [excerpt type] from the presentation and the directions that follow. [short excerpt from presentation that <u>cannot</u> be interpreted without listening to other content in the presentation] [question about interpreting the meaning of the excerpt]? • What does [short excerpt from presentation that <u>cannot</u> be interpreted without listening to other content in the presentation] show/mean? • Based on/According to/In the presentation, [question about interpreting or analyzing point of view, purpose, central idea, or meaning of content in the presentation]? <p>Appropriate Stems for PART B:</p> <ul style="list-style-type: none"> • Which sentence/words/detail/text from the presentation provides evidence for/best supports your answer in part A? • Which statement describes [an application] of [concept tested in part A]? • Which statement describes [an additional way of analyzing the information in part A]? • Which sentence/words/detail/text from the presentation provides evidence for/best supports [concept related to that tested in part A]? <p>Description for Evidence Statement 2:</p> <p>The item stem of PART A will pose a question that requires the student to analyze the delivery of content in the presentation. NOTE: Items assessing technique assess rhetoric technique (e.g., exaggeration, repetition, making a comparison, including a question). Items do NOT assess literary technique (e.g., metaphor, personification) or specific terminology (e.g., hyperbole, rhetorical question).</p> <p>Appropriate Stems for PART A:</p> <ul style="list-style-type: none"> • What is the most likely reason/Why does [speaker] include [content in presentation/rhetoric technique]? • How does [content in presentation/word choice/tone/bias] support [speaker's purpose/central idea/key point of the presentation]? • Which idea/claim/point does [speaker] emphasize by including [content in presentation]/by [using rhetoric technique]? • How does [speaker] support/emphasize [content in presentation]? • Which technique does [speaker] use to support/emphasize [idea in presentation]? • Which of the following best describes how [speaker] uses [rhetoric technique] to support/show [idea in presentation]? <p>Appropriate Stems for PART B:</p> <ul style="list-style-type: none"> • Which sentence/words/detail/text from the presentation provides evidence for/best supports your answer in part A? • Which statement describes [an application] of [concept tested in part A]? • Which statement describes [an additional way of analyzing the
--	--

	<p>information in part A]?</p> <ul style="list-style-type: none"> • Which sentence/words/detail/text from the presentation provides evidence for/best supports [concept related to that tested in part A]? <p>Description for Evidence Statement 4:</p> <p>The item stem of PART A will pose a question that requires the student to select a conclusion or inference supported by content in the presentation.</p> <p>Appropriate Stems for PART A:</p> <ul style="list-style-type: none"> • Which conclusion/statement is best supported by evidence from/can be made based on the presentation? • Based on the presentation, which statement is suggested about/best describes [topic in presentation]? • [question about content in the presentation that requires the student to draw a conclusion or make an inference based on the presentation]? <p>Appropriate Stem for PART B:</p> <ul style="list-style-type: none"> • Which sentence/words/detail/text from the presentation provides evidence for/best supports your answer in part A? <p>Description for Evidence Statement 5:</p> <p>The item stem of PART A will provide material not included in the presentation and will pose a question that asks the student to make an analysis that requires the student to integrate the provided material with the content of the presentation. NOTE: The provided material should be limited in length.</p> <p>Appropriate Stems for PART A:</p> <ul style="list-style-type: none"> • Read the quotation by [author]/information about [topic] and the directions that follow. [quotation or information that relates to the presentation] [question that requires the student to make an analysis by integrating the provided material with the content of the presentation]? • Look at the [image type]/table and read the directions that follow. [image or table that relates to the presentation] [question that requires the student to make an analysis by integrating the provided material with the content of the presentation]? <p>Appropriate Stems for PART B:</p> <ul style="list-style-type: none"> • Which sentence/words/detail/text from the presentation provides evidence for/best supports your answer in part A? • Which statement describes [an application] of [concept tested in part A]? • Which statement describes [an additional way of analyzing the information in part A]? • Which sentence/words/detail/text from the presentation provides evidence for/best supports [concept related to that tested in part A]? <p>Scoring Rules:</p> <p>Correct response for both parts: 1 point; Incorrect response for either or both parts: 0 points</p>
--	---

Task Models	
<p>Task Model 4 Item Type: Matching Tables DOK: 1, 2, 3</p>	<p>Task Description: The student will mark the cells in a table that meet certain criteria.</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> 1. The student will identify, interpret, or analyze the point of view, purpose, central idea, or key points of a presentation. 2. The student will analyze how information is presented and/or the effects of the delivery. 3. The student will analyze a quality (credibility, reliability, accuracy, soundness of reasoning, relevance or sufficiency of evidence) of a presentation. 4. The student will draw and/or support a conclusion based on content in a presentation. 5. The student will integrate content from a presentation with material external to the presentation. <p>Description for all Evidence Statements:</p> <p>The item stem will describe the task the student must perform to complete the table. The item stem may include a description of the purpose of the table. The item stem may include a question, a statement, and/or other information that is necessary to set the task for the student.</p> <p>The table will include a header row of labels and a left column of labels and several (at least six) empty cells. The table will contain at least five different labels. The table labels will relate to an evidence statement and may include references to viewpoints, purposes, ideas, qualities, conclusions, descriptions, explanations, questions, or text details. The labels will not be longer than a phrase or short sentence.</p> <p>The correct answer choices will fit clearly into one or more categories in the table. If there are too many defensible options (check every possibility), do not use this item type; use multiple choice.</p> <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Complete the table to show [description of table purpose]. Click in the boxes next to the [description of labels in left column] that apply to/describe the [description of labels in header row]. • [description of table purpose]. Complete the table by clicking in the boxes next to the [description of labels in left column] that apply to/describe the [description of labels in header row]. • [question that the completed table will answer]? Click in the boxes next to the [description of labels in left column] that apply to/describe the [description of labels in header row]. <p>Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p>