

Note on the use of parenthetical examples throughout the document: they are intended to provide useful examples, not to be all-encompassing, prescriptive definitions of specific elements that must be mastered.

Writing Assessment Framework Grade 11

BOLD=Eligible for Assessment
Italics=Classroom Assessment Only

STRAND II: Language

Content Standard II: Students write and speak using correct grammar, syntax usage, punctuation, capitalization, and spelling.

Benchmark II- A: Demonstrate control of Standard English through the effective use of syntax.

1. Use knowledge of sentence patterns to control the relationship of ideas within and among the clauses of compound and complex sentences.
2. Use subordinating elements (e.g., **relative pronouns and conjunctive adverbs**) to express complex relationships among various elements and ideas within sentences.
3. *Recognize and eliminate faulty subordination from one's writing.*

Benchmark II-B: Demonstrate control of Standard English through correct grammar and usage.

1. Recognize the different effects of active and passive voice in order to control their use.
2. Correctly use all parts of speech and sentence elements, including control of verb tense, use of person, and use of phrase and clause elements in compound and complex sentences.

Benchmark II-C: Demonstrate control of Standard English through the correct use of punctuation, capitalization, and spelling.

1. Correctly use semi-colons and colons; hyphens and dashes; italics (or underlining) and quotation marks with titles.

STRAND IV: Writing

Content Standard IV: Students write effectively for a variety of purposes and audiences.

Benchmark IV-A: Demonstrate proficiency in producing a variety of compositions.

1. *Demonstrate proficiency in the creation of critical response essays to fiction and non-fiction that engage the reader by:*
 - a. *establishing a context;*
 - b. *demonstrating a strong grasp of the main idea of the text;*
 - c. *making a meaningful personal connection to the text;*
 - d. *making a clear critical judgment about the text;*
 - e. *supporting key ideas and judgments through accurate and detailed references to the text and to other credible sources; and*
 - f. *demonstrating awareness of rhetorical strategies.*
2. **Demonstrate proficiency in the creation of persuasive essays that:**
 - a. **engage the reader by establishing a context and a point of view;**
 - b. **structure ideas and arguments in a sustained and logical fashion;**
 - c. **clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, illustrations, commonly accepted beliefs and logical reasoning;**
 - d. **use specific rhetorical devices to back up assertions; and**
 - e. **anticipate and address the reader's concerns and counter-claims.**
3. *Demonstrate proficiency in the creation of documented persuasive essays that:*
 - a. *engage the reader by establishing a context and a point of view;*
 - b. *structure ideas and arguments in a sustained and logical fashion;*
 - c. *clarify and defend positions with precise and relevant evidence (e.g., facts, expert opinions, quotations,*

- illustrations, commonly accepted beliefs and logical reasoning);*
 - d. *use specific rhetorical devices to support assertions;*
 - e. *anticipate and address the reader's concerns and counter-claims; and*
 - f. *employ an accepted academic manuscript style, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).*
4. *Demonstrate proficiency in the creation of a formal research paper.*

Benchmark IV-B: Plan writing by taking notes, writing informal outlines, and researching.

1. *Identify, evaluate, and analyze a variety of primary and secondary sources of information for credibility and usefulness as part of a pre-writing process.*
2. *Analyze strengths and weaknesses in one's research findings as part of one's planning process (e.g., coherence, validity, gaps, misinformation, and fallacies).*
3. *Anticipate and address an audience's varying interpretations of one's findings.*

Benchmark IV-C: Use formal or informal, literary or technical language appropriate for the purpose, audience, and context of the communication.

1. **Use language persuasively in addressing a particular issue.**
2. **Use grammatical, metaphorical or rhetorical devices to inform or persuade the reader.**
3. **Use knowledge of one's subject and purpose to select appropriate language to communicate in writing.**

Benchmark IV-D: Organize ideas in writing, with a thesis statement in the introduction, well-constructed paragraphs, a conclusion and transition sentences that connect paragraphs into a coherent whole.

1. **Organize and compose arguments and multi-paragraph compositions that use complex organizational patterns, including a well-developed thesis statement with supporting paragraphs, appropriate transitions and a logical ending that does not merely repeat the thesis.**

Benchmark IV-E: Drawing on readers' comments on working drafts, revise documents to develop or support ideas more clearly, address potential objections, ensure effective transitions between paragraphs, and correct errors in logic.

1. *Analyze whether opinion or use of sources displays bias.*
2. *Analyze whether the conclusion is appropriate, persuasive, and compelling.*
3. *Identify areas requiring further investigation and research.*

Benchmark IV-F: Edit one's own work for grammar, style, and tone appropriate to audience, purpose and context.

1. *Use a variety of strategies (e.g., reading aloud, seeking feedback from a reviewer, and reading a draft from the audience's perspective) to evaluate diction, language, tone, sentence length and complexity, and voice.*
2. **Edit work for consistency of tone and voice, clarity and consciousness.**

Benchmark IV-G: Cite sources properly when paraphrasing or summarizing information, quoting, or using graphics.

1. *Beginning in ninth grade, use appropriate publication manuals to cite source materials and to prepare bibliographies, lists of works cited, and quoted passages: textbook appendices, MLA Handbook for Writers of Research Papers, the Chicago Manual of Style, the Publication Manual of the American Psychological Association and the Associated Press Stylebook.*

Benchmark IV-H: Prepare written material using basic software programs (e.g., Word, Excel and Powerpoint) so that graphics can be incorporated to present information and ideas best understood visually (e.g., charts, ratios and tables).

1. *Select production elements based on an analysis of one's purpose and the available media resources.*
2. *Incorporate into the final draft of written reports graphic materials appropriate for the particular communication (e.g., graphs, charts, tables, maps and photographs).*