

Language Arts Assessment Framework Grade 11	BOLD=Eligible for CRT
<i>Italics=Classroom Assessment Only</i> <u>Underlining=Performance standard moved to another Benchmark</u> ALL CAPS=Performance standard moved from another Benchmark	
Strand: READING AND LISTENING FOR COMPREHENSION	
Content Standard I: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.	
9-12 Benchmark I-A: <i>Listen to, read, react to, and interpret information</i>	
<ol style="list-style-type: none"> 1. <i>Demonstrate increasing insight and reflection to print and non-print text through personal expression.</i> 2. <i>Reflect and respond expressively to texts so that the audience will:</i> <ul style="list-style-type: none"> • <i>discover multiple perspectives</i> • <i>investigate and articulate connections</i> • <i>explore how life experiences influence a response to a selection</i> • <i>recognize that responses of others may be different</i> 3. Respond to informational texts by: <ul style="list-style-type: none"> • using a variety of strategies for preparation, engagement, and reflection • paraphrasing main ideas and supporting details • explaining significant connections between speaker's/author's purpose, tone, biases, and the message for the intended audience 	
9-12 Benchmark I-B: <i>Synthesize and evaluate information to solve problems across the curriculum</i>	
<ol style="list-style-type: none"> 1. <i>Conduct research using data from in-depth field studies.</i> 2. <i>Synthesize information from multiple research studies to draw conclusions that go beyond those found in any of the individual studies.</i> 3. <i>Inform an audience by using a variety of media to research and explain insights.</i> 4. <i>Demonstrate proficiency in accessing and sending information electronically</i> 	
9-12 Benchmark I-C: Demonstrate critical thinking skills to evaluate information and solve problems	
<ol style="list-style-type: none"> 1. Use language persuasively in addressing a particular issue by: <ul style="list-style-type: none"> • finding and interpreting information effectively • recognizing propaganda as a purposeful technique • establishing and defending a particular perspective • responding respectfully to viewpoints and biases 2. <u>Use critical analysis to gain meaning, develop thematic connections, and synthesize ideas by:</u> <ul style="list-style-type: none"> • <u><i>examining the functions and effects of narrative strategies (e.g., plot, conflict, suspense, point of view, characterization, dialogue)</i></u> • <u><i>interpreting effects of figures of speech and the effects of sounds</i></u>(moved to III-B, position 3M) • analyzing stylistic features such as word choice and links between sense and sound • <u><i>identifying ambiguity, contradiction, irony, parody, and satire</i></u> • <i>demonstrating how selections reflect the cultures that shaped them.</i> 3. <i>Analyze overall effectiveness of one's own writing.</i> 	

9-12 Benchmark I-D: Apply knowledge of reading process to evaluate print, non-print, and technology-based information

1. *Demonstrate an understanding of the conventions of language by:*
 - *decoding vocabulary using knowledge Greek and Latin bases and affixes*
 - *discerning the relationship of word meanings between pairs of words in analogies (synonyms/antonyms, connotation/denotation)*
 - *contrasting use of language conventions of authors in different time periods*
 - *analyzing the power of standard usage over nonstandard usage in a variety of settings (e.g., job interviews, academic environment, public speaking)*
2. *Reorganize the concepts and details in informational texts in new ways and describe the advantages and disadvantages of the new organization.*
3. *Recognize how new information changes one's personal knowledge base.*
4. *Understand complex dialogues and analyze the stylistic effect of those dialogues on a selection, including interpreting culturally specific ambiguities, subtleties, contradictions, ironies, and nuances.*
5. **Accurately interpret information presented in a technical format (e.g., charts, diagrams, tables).**
6. **Use (Identify) an array of media and technologies to examine and comprehend information.**

Strand: WRITING AND SPEAKING FOR EXPRESSION

Content Standard II: Students will communicate effectively through speaking and writing.

9-1 Benchmark II-A: Communicate information in a coherent and persuasive manner using verbal and non-verbal language

1. *Use language persuasively in addressing a particular issue by:*
 - *finding and interpreting information effectively*
 - *recognizing propaganda as a purposeful technique*
 - *establishing and defending a point of view*
 - *responding respectfully to viewpoints and biases*
2. *Identify, analyze, and evaluate criteria used for formal and informal discussions to determine how well others engage in discussion.*
3. *Analyze differences in responses to focused group discussion in an organized and systematic way.*

9-12 Benchmark II-B: Apply grammatical and language conventions to communicate

1. **Demonstrate control of grammar, diction, paragraph, and sentence structure.**
2. *Use a variety of technology tools to present information appropriate for the purpose and audience.*
3. *Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments).*

9-12 Benchmark II-C: Demonstrate competence in the skills and strategies of the writing process to inform and persuade

1. **Use argument to:**
 - **interpret researched information**
 - **establish and defend a point of view**
 - **address concerns of the opposition**
 - **use logical strategies (e.g., deductive and inductive reasoning, syllogisms, analogies)**

- use techniques (e.g., rhetorical devices, parallelism, hypothetical situation, irony, concrete images)
- develop a sense of completion

2. Synthesize and organize information from a variety of sources in order to inform and persuade an audience.

3. Analyze the works of others for:

- consistency of facts, ideas, tone, voice
- development of argument or plot
- clarity and conciseness

Strand: LITERATURE AND MEDIA

Content Standard III: Students will use literature *and media* to develop an understanding of people, societies, and the self.

9-12 Benchmark III-A: Use language, literature, and media to understand the role of the individual as a member of many cultures

1. Analyze the clarity and consistency of literary works or essays on a topic.

2. Analyze arguments, concepts, and perspectives presented in literary works and media. (moved to III-B, position 4M)

9-12 Benchmark III-B: Understand literary elements, concepts, and genres

1. Interpret *culturally specific* ambiguities, subtleties, contradictions, ironies, and nuances in literary works.

2. Analyze ways in which writers use personification, figures of speech, and sounds to evoke readers' emotions and understanding.

3M. USE CRITICAL ANALYSIS TO GAIN MEANING, DEVELOP THEMATIC CONNECTIONS, AND SYNTHESIZE IDEAS BY:

- **EXAMINING THE FUNCTIONS AND EFFECTS OF NARRATIVE STRATEGIES (E.G., PLOT, CONFLICT, SUSPENSE, POINT OF VIEW, CHARACTERIZATION, DIALOGUE)**
- **INTERPRETING EFFECTS OF FIGURES OF SPEECH AND THE EFFECTS OF SOUNDS**
(moved from I-C.2.a.b.)
- **IDENTIFYING AMBIGUITY, CONTRADICTION, IRONY, PARODY, AND SATIRE**

4M. ANALYZE ARGUMENTS, CONCEPTS, AND PERSPECTIVES PRESENTED IN LITERARY WORKS *and media*. (moved from III-A.2)