

**Language Arts Assessment Framework**  
**Grade 11**

**BOLD**=Eligible for CRT

*Italics*=Classroom Assessment Only

Underlining=Performance standard moved to another Benchmark

ALL CAPS=Performance standard moved from another Benchmark

**Content Standard I – READING AND LISTENING FOR COMPREHENSION: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.**

**9-12 Benchmark I-A: *Listen to, read, react to, and interpret information***

1. *Demonstrate increasing insight and reflection to print and non-print text through personal expression.*

2. *Reflect and respond expressively to texts so that the audience will:*

- *discover multiple perspectives*
- *investigate and articulate connections*
- *explore how life experiences influence a response to a selection*
- *recognize that responses of others may be different*

**3. Respond to informational texts by:**

- **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: Synthesize and evaluate information to solve problems across the curriculum*

1. *Conduct research using data from in-depth field studies.*

2. *Synthesize information from multiple research studies to draw conclusions that go beyond those found in any of the individual studies.*

3. *Inform an audience by using a variety of media to research and explain insights.*

4. *Demonstrate proficiency in accessing and sending information electronically*

**9-12 Benchmark I-C: Demonstrate critical thinking skills to evaluate information and solve problems**

**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 particular perspective**
- **responding respectfully to viewpoints and biases**

**2. 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
- **analyzing stylistic features such as word choice and links between sense and sound**
- **identifying ambiguity, contradiction, irony, parody, and satire**
- *demonstrating how selections reflect the cultures that shaped them. (Moved to III-B position 3M)*

3. *Analyze overall effectiveness of one's own writing.*

**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: 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.**

**3. 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**
- **IDENTIFYING AMBIGUITY, CONTRADICTION, IRONY, PARODY, AND SATIRE.**  
(Moved from I-C.2)

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