

**Language Arts Assessment Framework BOLD=Eligible for CRT**  
**Grade 11** *Italics=Classroom Assessment Only*

**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**

From 10<sup>th</sup> grade Standards:

**3. Create responses that evaluate problems and offer solutions to a reader or listener by:**

- clearly stating the problem and relevant issues**
- determining the significance of the problem**
- focusing on a neutral audience*
- logically organizing the solutions for a specific audience**
- offering and evaluating effective solutions**
- creating a sense of resolution or closure*

**4. Evaluate the information, explanations, or ideas of others by:**

- identifying clear, reasonable criteria for evaluation**
- applying those criteria using reasoning and substantiation**

*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.*

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

From 10<sup>th</sup> grade Standards:

**2. Critically interpret and evaluate experiences, literature, language, and ideas by:**

- making generalizations supported by specific references**
- reflecting on observations and their relationship to a current viewpoint**
- distinguishing fact from fiction and *recognizing personal bias***

**3. Identify critical questions that would lead to a broader understanding of a selection.**

**4. Identify complex literary terms and find examples in text.**

**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 an array of media and technologies to examine and comprehend information.*

From 10<sup>th</sup> grade Standards:

**2. Analyze the ideas of others by identifying the ways in which writers:**

- **introduce and develop a main idea**
- **choose and incorporate significant, supporting, relevant details**
- **relate the structure/organization to the ideas**
- **use effective word choice as a basis for coherence**
- **achieve a sense of completeness and closure**

**3. Demonstrate increasing comprehension and ability to respond personally to texts by selecting and exploring a wide range of works that relate to an issue, author, or theme.**

*Content Standard II - WRITING AND SPEAKING FOR EXPRESSION: 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*

**Content Standard III - LITERATURE AND MEDIA: 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.*

**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.**

From 10<sup>th</sup> grade Standards:

**1. Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a literary work.**

**2. Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks).**

**3. Analyze the ideas of others by identifying the ways in which writers:**

- **introduce and develop a main idea**
- **choose and incorporate relevant details**
- **relate the organization to the ideas**
- **use effective word choice as a basis for coherence**
- **achieve a sense of completeness and closure**

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