

# Schoolwide Benchmark Assessment Plan

## Language Arts Standards

Test 1 September  
Test 2 November

Test 3 January  
Test 4 March

ELEVENTH AND TWELFTH GRADES			
Test	Standard	Category	Essential Language Standards
1	2.4	Reading Comprehension	Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.
1	2.5	Reading Comprehension	Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.
1	1.1	Written and Oral English Language Conventions	Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.
1	1.2	Written and Oral English Language Conventions	Produce legible work that shows accurate spelling and correct punctuation and capitalization.
1	2.2*	Writing Applications	<p><i>Write responses to literature:</i></p> <ul style="list-style-type: none"> <li>a. Demonstrate a comprehensive understanding of the significant ideas in works or passages.</li> <li>b. Analyze the use of imagery, language, universal themes, and unique aspects of the text.</li> <li>c. Support important ideas and viewpoints through accurate and detailed references to the text and to other works.</li> <li>d. Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created.</li> <li>e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.</li> </ul>
2	2.6	Reading Comprehension	Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion).
2	3.8	Literary Response and Analysis	Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g., suffrage, women's role in organized labor). (Political approach).
2	1.1	Writing Strategies	Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.
2	2.1*	Writing Applications	<p><i>Write fictional, autobiographical, or biographical narratives:</i></p> <ul style="list-style-type: none"> <li>a. Narrate a sequence of events and communicate their significance to the audience.</li> <li>b. Locate scenes and incidents in specific places.</li> <li>c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings.</li> <li>d. Pace the presentation of actions to accommodate temporal, spatial, and dramatic mood changes.</li> <li>e. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.</li> </ul>
3	3.5	Literary Response and Analysis	<p>Analyze recognized works of American literature representing a variety of genres and traditions:</p> <ul style="list-style-type: none"> <li>a. Trace the development of American literature from the colonial period forward.</li> <li>b. Contrast the major periods, themes, styles, and trends and describe how works by members of different cultures relate to one another in each period.</li> </ul>

			c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.
<b>3</b>	<b>3.9</b>	Literary Response and Analysis	Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters. (Philosophical approach).
<b>3</b>	<b>2.4*</b>	<i>Writing Applications</i>	<p><i>Write historical investigation reports:</i></p> <p><i>a. Use exposition, narration, description, argumentation, exposition, or some combination of rhetorical strategies to support the main proposition.</i></p> <p><i>b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.</i></p> <p><i>c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.</i></p> <p><i>d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources.</i></p>
<b>4</b>	<b>1.2</b>	Writing Strategies	Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes.
<b>4</b>	<b>1.9</b>	Writing Strategies	Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.
<b>4</b>	<b>2.3*</b>	<i>Writing Applications</i>	<p><i>Write reflective compositions:</i></p> <p><i>a. Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g., narration, description, exposition, persuasion).</i></p> <p><i>b. Draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.</i></p> <p><i>c. Maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas.</i></p>

\*Italicized standards may not be included in the Edusoft benchmark assessment, but will be included in the state STAR testing in the spring.

