

# Schoolwide Benchmark Assessment Plan

## Language Arts Standards

Test 1 September  
Test 2 November

Test 3 January  
Test 4 March

		NINTH AND TENTH GRADES				
Test	Standard	Category	Essential Language Standards		NINTH AND TENTH GRADES Kid Friendly Standards	
1	1.1	Written and Oral English Language Conventions	Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).	1.1	I will identify and correctly apply rules of grammar.	
1	1.2	Written and Oral English Language Conventions	Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).	1.2	I will write sentences correctly.	
1	1.3	Written and Oral English Language Conventions	Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.	1.3	I can demonstrate understanding correct writing rules.	
1	1.2	Writing Strategies	Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.	1.2	I can make my writing very clear and descriptive.	
1	2.1*	Writing Applications	<p><i>Write biographical or autobiographical narratives or short stories:</i></p> <p><i>a. Relate a sequence of events and communicate the significance of the events to the audience.</i></p> <p><i>b. Locate scenes and incidents in specific places.</i></p> <p><i>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.</i></p> <p><i>d. Pace the presentation of actions to accommodate changes in time and mood.</i></p> <p><i>e. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.</i></p>	2.1	<p><i>I can write about another person, yourself or a short story. I can:</i></p> <ul style="list-style-type: none"> <li>- <i>sequence events.</i></li> <li>- <i>Include specific scenes and places</i></li> <li>- <i>Describe sights, sounds, smells, actions, movements, gestures.</i></li> <li>- <i>Describe how characters feel</i></li> <li>- <i>Show changes in mood and time.</i></li> </ul>	
2	3.5	Literary Response and Analysis	Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.	3.5	I will compare different things I read looking for universal themes and find evidence to support those themes. (Example: good vs. evil)	
2	3.12	Literary Response and Analysis	Analyze the way in which a work of literature is related to the themes and issues of its historical period. (Historical approach)	3.12	I will analyze the way readings are related to history.	
2	1.1	Writing Strategies	Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.	1.1	I can write a piece of work that has a consistent theme and makes a strong point.	

<b>2</b>	<b>2.2*</b>	Writing Applications	<p>Write responses to literature:</p> <p>a. Demonstrate a comprehensive grasp of the significant ideas of literary works.</p> <p>b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.</p> <p>c. Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.</p> <p>d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.</p>	<b>2.2</b>	<p>After reading a piece of literature, I can write my feelings about the piece of literature. I can:</p> <ul style="list-style-type: none"> <li>- Discuss the significant ideas</li> <li>- Share ideas and viewpoints by referencing the actual work</li> <li>- Discuss the author's style</li> <li>- Discuss the ambiguities, nuances, and complexities of the work.</li> </ul>
<b>3</b>	<b>2.4</b>	Reading Comprehension	Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.	<b>2.4</b>	I will read several pieces of a single author's work looking for 1 issue (ex. Evil, poverty). Then I will summarize that author's ideas about this issue. I will connect those ideas to other sources and related topics (ex. Good, wealth). By doing this, I will be able to demonstrate comprehension of the author's work on the selected issue.
<b>3</b>	<b>2.5</b>	Reading Comprehension	Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.	<b>2.5</b>	I will take ideas found in a primary or secondary source (i.e., Declaration of Independence) and extend those ideas by analyzing, evaluating, and elaborating on those ideas.
<b>3</b>	<b>2.3*</b>	Writing Applications	<p>Write expository compositions, including analytical essays and research reports:</p> <p>a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.</p> <p>b. Convey information and ideas from primary and secondary sources accurately and coherently.</p> <p>c. Make distinctions between the relative value and significance of specific data, facts, and ideas.</p> <p>d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.</p> <p>e. Anticipate and address readers' potential misunderstandings, biases, and expectations.</p> <p>f. Use technical terms and notations accurately</p>	<b>2.3</b>	<p>I can write a composition that will explain a topic in detail. This could be a research paper or essay. I can:</p> <ul style="list-style-type: none"> <li>- arrange all the evidence</li> <li>- include information from primary and secondary sources</li> <li>- include charts, maps, and graphs</li> <li>- explain the significance of the facts</li> <li>- use all the technical terms accurately</li> </ul>
<b>4</b>	<b>2.8</b>	Reading Comprehension	Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).	<b>2.8</b>	I will determine whether or not an author's claim is valid or not.
<b>4</b>	<b>1.9</b>	Writing Strategies	Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word	<b>1.9</b>	I will edit my work considering my audience.

			choice, and the tone by taking into consideration the audience, purpose, and formality of the context.		
<b>4</b>	<b>2.4*</b>	<i>Writing Applications</i>	<p><i>Write persuasive compositions:</i></p> <p><i>a. Structure ideas and arguments in a sustained and logical fashion.</i></p> <p><i>b. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).</i></p> <p><i>c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.</i></p> <p><i>d. Address readers' concerns, counterclaims, biases, and expectations.</i></p> <p><i>c. Maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas.</i></p>	<b>2.4</b>	<p><i>I can write a composition that will persuade or convince someone of something. I can:</i></p> <ul style="list-style-type: none"> <li>- <i>write in a logical order</i></li> <li>- <i>persuade with logic, emotion, and personal stories</i></li> <li>- <i>clarify my position with facts, expert opinions, quotes and logic</i></li> <li>- <i>plan for the reader's argument</i></li> <li>- <i>rely on a list of isolated incidents without relating them to a main argument.</i></li> </ul>

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

