

Grade 11 SUMMATIVE ASSESSMENT TARGETS Providing Evidence Supporting Claim #1 ELA/Literacy Claim #1 Students can read closely and critically to comprehend a range of increasingly complex literary and informational texts.	
<p>30% of text-related items will come from reading literary texts, and may include stories, poems, drama (comedies, tragedies), or literary nonfiction</p> <p>To the degree possible, all <u>literary passages</u> will include at least one item assessing each of the assessment targets, #3 and #4 and one item assessing target #1 or assessing target #2:</p> <ol style="list-style-type: none"> KEY DETAILS: Identify explicit textual evidence to support inferences made or conclusions drawn about texts Standards: RL-1, RL-3 (DOK 2¹) CENTRAL IDEAS: Summarize central ideas/key events using key details Standards: RL-2 (DOK 2) WORD MEANINGS: Determine connotation/denotation, multiple meanings, or nuanced/precise meaning based on word relationships, word structure (e.g., common Greek or Latin roots, affixes), context, or use of specialized resources (e.g., thesaurus, digital tool) Standards: RL-4; L-4, L-5b, L-5c (DOK 1, DOK 2) REASONING & EVIDENCE: Apply reasoning and a range of textual evidence to justify inferences or judgments made (character development/ interactions, point of view, universal themes, conflicts, plot/subplots development) Standards: RL-2, RL-3, RL-6 (DOK 3) <p>Use the specific passage (or <u>two or more texts</u>) to determine two additional assessment targets (#5, #6, or #7) to be assessed in relation to the text:</p> <ol style="list-style-type: none"> ANALYZE RELATIONSHIPS Analyze relationships within or across texts, including author’s discourse style (dramatic irony, humor, satire) Standards: RL-3, RL-5, RL-7, RL-9 (DOK 2, 3, 4) STRUCTURES/FEATURES: Relate knowledge of text structures or features (visual information) to analyze the impact on meaning or presentation Standards: RL-5, RL-7 (DOK 3, DOK 4) LANGUAGE USE: Interpret impact or intent of figurative meanings of words and phrases used in context Standards: RL-4; L-5a (DOK 3) 	<p>70% of text-related items will come from reading informational texts, and may include historical U. S. documents, and science and technical texts</p> <p>To the degree possible, all <u>informational passages</u> will include at least one item assessing each of the 4 assessment targets (#8-#11) below:</p> <ol style="list-style-type: none"> KEY DETAILS: Identify explicit text evidence to support inferences made or conclusions drawn about texts Standards: RI-1, RI-3 (DOK 2) CENTRAL IDEAS: Summarize central ideas, topics/subtopics, key events, or procedures using supporting ideas and details Standards: RI-2 (DOK 2) WORD MEANINGS: Determine connotation/denotation, multiple meanings, or domain-specific meanings based on word relationships, word structure (e.g., common Greek or Latin roots, affixes), context, or use of specialized resources (e.g., glossary, digital tool) Standards: RI-4; L-4, L-5b, L-5c (DOK 1, DOK 2) REASONING & EVIDENCE: Apply reasoning and a range of textual evidence to justify inferences or interpret author’s presentation of information (author’s line of reasoning, point of view/purpose, relevance of evidence or elaboration to support claims, concepts, ideas) Standards: RI-3, RI-6, RI-8 (DOK 3) <p>Use the specific passage (or <u>two or more texts</u>) to determine two additional assessment targets (#12, #13, or #14) to be assessed in relation to the text:</p> <ol style="list-style-type: none"> ANALYZE RELATIONSHIPS: Analyze one or more texts to determine how connections are made; or how conflicting information or presentation format reveals author interpretation of the topic or potential bias Standards: RI-3, RI-7, RI-9 (DOK 3, DOK 4) STRUCTURES/FEATURES: Relate knowledge of text structures, formats, or features (visual information) to analyze the impact on meaning or presentation Standards: RI-5, RI-7 (DOK 3, DOK 4) LANGUAGE USE: Interpret impact or intent of figurative meanings of words and phrases used in context Standards: RI-4; L-5a (DOK 3)

¹ For assessment target #1, students identify/select appropriate supporting evidence for stated conclusions. They do NOT make and support their own conclusions; therefore, the DOK level is DOK 2, not DOK 3.

Grade 11 SUMMATIVE ASSESSMENT TARGETS Providing Evidence Supporting Claim #2 ELA/Literacy Claim # 2 Students can produce effective writing for a range of purposes and audiences.		
20% of the assessment evidence will come from composing, revising, or editing narrative writing	40% of the assessment evidence will come from composing, revising, or editing informational writing	40% of the assessment evidence will come from composing, revising, or editing arguments with supporting evidence on topics or texts
Each year, students will be assessed using <u>at least one extended performance task</u> assessing (one of the assessment targets: #3 or #6. Other assessment targets may be assessed using a mix of CAT writing items or as items reported under Claims (Research) or #5 (Understand & Apply Language)).		
1. WRITE/REVISE: Apply narrative strategies and appropriate text structures and transitions when writing or revising short narrative texts (e.g., introduce narrator point of view, tone, or use dialogue when describing an event) Standards: W- 3a, W-3b, W-3c, or W-3e (DOK 2)	2. WRITE/REVISE: Apply a variety of strategies when writing or revising short informational texts: organizing ideas by stating a thesis and maintaining a focus, developing a complex topic/subtopics, including relevant supporting evidence and elaboration, or providing a conclusion appropriate to purpose and audience Standards: W- 2a, W-2b, W-2c, W-2e, or W-2f (DOK 2) 3. PLAN/WRITE: Write full informational texts: organizing ideas by stating a thesis and maintaining a focus, developing a complex topic/subtopics, including relevant supporting (text) evidence and elaboration with appropriate transitions for coherence, and providing a conclusion appropriate to purpose and audience Standards: W- 2a, W-2b, W-2c, W-2e, W-2f, W-4, W-8, and W-9 (DOK 3, DOK 4) 4. FEATURES: Employ text features and visual components appropriate to purpose and style Standards: W- 2a (DOK 2)	5. WRITE/REVISE: Apply a variety of strategies when writing or revising arguments about topics or texts: establishing a precise claim, organizing and citing supporting evidence and counter claims using credible sources, or providing a conclusion (e.g., articulating implications or stating significance of the problem) appropriate to purpose and audience Standards: W- 1a, W-1b, W-1c, W-1d, or W-1e (DOK 2) 6. PLAN/WRITE: Write full persuasive pieces/arguments: about topics or texts: establishing a claim, organizing and citing supporting (text) evidence from credible sources, and providing a conclusion appropriate to purpose and audience Standards: W-1a, W-1b, W-1c, W-1d, W-1e, W-4, W-8, and W-9 (DOK 3, DOK 4)
7. LANGUAGE USE: Strategically use precise language and vocabulary (including domain-specific vocabulary), figurative language, and syntax appropriate to the purpose and audience when editing or composing texts Standards: W-2d, W-3d, L-3a, L-6 (DOK 1, 2)		
8. EDIT/CLARIFY: Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and persuasive texts Standards: L-1, L-2 (DOK 1)		
9. TECHNOLOGY: Use tools of technology to gather information, make revisions, or to produce texts Standards: W-6 (DOK 1)		

Grades 9-11 SUMMATIVE ASSESSMENT TARGETS Supporting Claim #3	
ELA/Literacy Claim # 3	
Students can employ effective speaking and listening skills for a range of purposes and audiences.	
1.	LANGUAGE USE: Strategically use precise language and vocabulary (including domain-specific vocabulary), figurative language, and syntax appropriate to the purpose and audience when speaking Standards: W-2d, W-3d, L-3a, L-6 (DOK 1, 2)
2.	EDIT/CLARIFY: Apply or edit grade-appropriate grammar usage and mechanics to clarify a message appropriate to the purpose and audience Standards: L-1, L-2 (DOK 1)
3.	PLAN/SPEAK: Compose and orally deliver short (e.g., summaries) and longer (presentations) compositions for different purposes and audiences Standards: SL-2, 4, 5, 6 (DOK 2, DOK 3, DOK 4)
4.	LISTEN/INTERPRET: Interpret and use information delivered orally or visually Standards: SL-1, 2, 3, 4, 5, 6 (DOK 1, DOK 2, DOK 3)
5.	INTERACT: Engage in a range of collaborative discussions (one-on-one, in groups, and teacher led) building on others' ideas and expressing own ideas Standards: SL-1, 3 (DOK 1, DOK 2, DOK 3)

Claim # 4

Examples of what to expect with short research performance tasks:

- Using a document/media library provided, high school, students might collaboratively discuss texts read and speeches or media messages viewed that present different points of view about an issue from a period in history (e.g., World War I, Civil Rights era). Individually, students may be asked to select appropriate sources, and then analyze and present information (academic writing/explanation) or critique perspectives/potential biases as they relate to the issue and craft a response (critique or argument). Student responses will demonstrate the ability to analyze and synthesize information, as well as evaluate sources used (primary, secondary, media, etc.) for credibility, bias, quality of evidence, and/or quality of reasoning.

Grade 11 SUMMATIVE ASSESSMENT TARGETS

Providing Evidence Supporting Claim #4

ELA/Literacy Claim # 4

Students can engage appropriately in collaborative and independent inquiry to investigate/research topics, pose questions, and gather and present information.

1. **PLAN/RESEARCH:** Devise an approach and conduct short focused research projects to explore a topic, issue or problem, analyzing interrelationships among concepts or perspectives **Standards: SL-2, SL-3, SL-4, SL-5; W-6 W-7** (DOK 3, DOK 4)
2. **ANALYZE/INTEGRATE INFORMATION:** Gather, analyze, and integrate multiple sources of information/evidence **Standards: SL-2; W-9 W-8** (DOK 4)
3. **EVALUATE INFORMATION/SOURCES:** Evaluate relevancy, accuracy, and completeness of information from multiple sources **Standards: W-8** (DOK 4)
4. **USE EVIDENCE:** Cite evidence to support arguments or conjectures **Standards: W-8, W-9** (DOK 3, DOK 4)
5. **LANGUAGE USE:** Strategically use precise language and vocabulary (including domain-specific vocabulary), figurative language, and syntax appropriate to the purpose and audience **Standards: W-2d, W-3d, L-3a, L-6** (DOK 1, 2)
6. **EDIT/CLARIFY:** Apply grade-appropriate grammar usage and mechanics to clarify a message (narrative, informational, and persuasive texts) **Standards: L-1, L-2** (DOK 1)
7. **TECHNOLOGY:** Use tools of technology to gather information, make revisions, or to produce texts/presentations **Standards: W-6** (DOK 1)

Grade 11 SUMMATIVE ASSESSMENT TARGETS

Providing Evidence Supporting Claim #5

ELA/Literacy Claim # 5

Students can use oral and written language skillfully across a range of literacy tasks.

1. [Assessed in Claim 1(Reading)/Target #3] When engaging with literary text, determine connotation/denotation, multiple meanings, or nuanced/precise meaning based on word relationships, word structure (e.g., common Greek or Latin roots, affixes), context, or use of specialized resources (e.g., thesaurus, digital tool) **Standards: RL-4; L-4, L-5b, L-5c** (DOK 1, DOK 2)
2. [Assessed in Claim 1(Reading)/Target #7] When engaging with literary text, interpret impact or intent of figurative meanings of words and phrases used in context **Standards: RL-4; L-5a** (DOK 3)
3. [Assessed in Claim 1(Reading)/Target #10] When engaging with informational text, determine connotation/denotation, multiple meanings, or domain-specific meanings based on word relationships, word structure (e.g., common Greek or Latin roots, affixes), context, or use of specialized resources (e.g., glossary, digital tool) **Standards: RI-4; L-4, L-5b, L-5c** (DOK 1, DOK 2)
4. [Assessed in Claim 1(Reading)/Target #14] When engaging with informational text, interpret impact or intent of figurative meanings of words and phrases used in context **Standards: RL-1; L-5a** (DOK 3)
5. [Assessed in: Claim 2 (Writing)/Target #8; Claim 3 (Speaking-Listening)/Target #1; and Claim 4 (Research)/Target #5] Strategically use language and vocabulary (including domain-specific vocabulary) and syntax appropriate to the purpose and audience when editing or composing texts **Standards: W-2d, W-3d, L-3a, L-3c, L-6** (DOK 1)