

Assessment Blueprint

Ideal % of Test	Ideal # of Items	English II State <i>PASS/OAS</i>
Reading/Literature: The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a variety of texts.		
9%-12%	6-8	Vocabulary (1.0)
		Standard 1: Vocabulary - The student will expand vocabulary through word study, literature, and class discussion. Apply a knowledge of word origins (words from other languages, history, or literature) to determine the meaning of new words encountered in reading and use of those words accurately.
		1. Apply a knowledge of Greek (e.g., tele/phone, micro/phone), Latin (e.g., flex/ible), and Anglo-Saxon (e.g., un/friend/ly) roots, prefixes, and suffixes to determine word meanings.
24%-30%	16-20	Comprehension and Critical Literacy (2.0)
		Standard 2: Comprehension - The student will interact with the words and concepts on the page to understand what the writer has said. Read and understand grade-level-appropriate material. Analyze the organizational patterns and evaluate authors' argument and position. At Grade 10, in addition to regular classroom reading, read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information as well as expository (informational and technical) texts.
	4-5	Literal Understanding (2.1)
		a. Identify the structures and format of various informational documents and explain how authors use the features to achieve their purpose. b. Understand specific devices an author uses to accomplish purpose (persuasive techniques, style, literary forms or genre, portrayal of themes, language). c. Use a range of automatic monitoring and self-correcting methods (e.g., rereading, slowing down, subvocalizing, consulting resources, questioning). d. Recognize signal/transitional words and phrases and their contributions to the meaning of the text (e.g., however, in spite of, for example, consequently).
	4-5	Inferences and Interpretation (2.2)
		a. Use elements of the text to defend responses and interpretations. b. Draw inferences such as conclusions, generalizations, and predictions, and support them with text evidence and personal experience.
	4-5	Summary and Generalization (2.3)
		a. Determine the main idea, locate and interpret minor or subtly stated details in complex passages. b. Use text features and elements to support inferences and generalizations about information.

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		c. Summarize and paraphrase complex, implicit, hierarchic structures in informational texts, including relationships among concepts and details in those structures.
	4-5	Analysis and Evaluation (2.4)
		a. Discriminate between fact and opinion and fiction and nonfiction. b. Evaluate deceptive and/or faulty arguments in persuasive texts. c. Analyze the structure and format of informational and literary documents and explain how authors use the features to achieve their purposes. d. Analyze techniques (e.g., language, organization, tone, context) used to convey opinions or impressions.
26%-30%	17-20	Literature (3.0)
		Standard 3: Literature - The student will read, construct meaning, and respond to a wide variety of literary forms. Read and respond to grade-level-appropriate historically or culturally significant works of British, American, and world literature. Conduct in-depth analysis of themes, styles, and trends of these works across historical periods. Participate productively in self-directed work teams to create observable products.
	4-5	Literary Genres (3.1) Demonstrate knowledge of and an appreciation for various forms of literature.
		a. Analyze the characteristics of genres including short story, novel, drama, narrative and lyric poetry, and essay. b. Analyze the characteristics of subgenres such as satire, sonnet, epic, myths and legends, mystery, and editorials.
	5-6	Literary Elements (3.2) Demonstrate knowledge of literary elements and techniques and show how they affect the development of a literary work.
		a. Describe and analyze elements of fiction including plot, conflict, character, setting, theme, mood and point of view with emphasis on how they are addressed and resolved. b. Explain how an author's viewpoint or choice of a narrator affects the characterization and the tone, plot, mood and credibility of a text. c. Analyze characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy (when they speak out loud to themselves). d. Evaluate the significance of various literary devices and techniques, including imagery, irony, tone, allegory (the use of fictional figures and actions to express truths about human experiences), and symbolism (the use of symbols to represent an idea or theme), and explain their appeal. e. Evaluate the author's purpose and the development of time and sequence, including the use of complex literary devices, such as foreshadowing (providing clues to future events) or flashbacks

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		(interrupting the sequence of events to include information about an event that happened in the past).
	4-5	Figurative Language (3.3) - Identify and use figurative language and sound devices in writing and recognize how they affect the development of a literary work.
		a. Identify and use figurative language such as analogy, hyperbole, metaphor, personification, and simile. b. Identify and use sound devices such as rhyme, alliteration, and onomatopoeia.
	4-5	Literary Works (3.4) The student will read and respond to historically and culturally significant works of literature.
		a. Analyze and evaluate works of literature and the historical context in which they were written. b. Analyze and evaluate literature from various cultures to broaden cultural awareness. c. Compare works that express the recurrence of archetypal (universal modes or patterns) characters, settings, and themes in literature and provide evidence to support the ideas expressed in each work.
9%	6	Research and Information
		Standard 4: Research and Information - The student will conduct research and organize information.
Writing/Grammar/Usage and Mechanics		
9%	1	Writing (1.0/1.2)
	1	Standard 1: Writing Process - The student will use the writing process to write coherently. Standard 2: Modes and Forms of Writing- The student will write for a variety of purposes and audiences using creative, narrative, descriptive, expository, persuasive, and reflective modes. Writing Prompt (6pts)
		At Grade 10, combine the rhetorical strategies of narration, exposition, persuasion, reflection, and description to produce text of at least 750 to 1,000 words. Compose business letters. Demonstrate a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing that are frequently published for a general or specific audience. Final drafts are formatted appropriate for the mode/genre.
18%	12	Writing & Grammar/Usage and Mechanics
		Standard 3: Grammar/Usage and Mechanics - The student will demonstrate appropriate practices in writing by applying Standard English conventions of the revising and editing stages of writing. Work independently and in self-directed writing teams to revise and edit.

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	4	Standard English Usage(3.1)
		The student will demonstrate correct use of Standard English in speaking and writing. a. Distinguish commonly confused words (e.g., there, their, they're; two, too, to; accept, except; affect, effect). b. Use nominative, objective, possessive nouns. c. Use abstract, concrete, and collective nouns. d. Use correct verb forms and tenses. e. Use correct subject-verb agreement especially when the sentence contains intervening phrases or clauses. f. Distinguish transitive, intransitive, and linking verbs. g. Distinguish active and passive voice. h. Use correct pronoun/antecedent agreement and clear pronoun reference. i. Use correct forms of positive, comparative, and superlative adjectives. j. Use correct form of conjunction (coordinating, correlating, or subordinating). k. Use appositives and verbals in compositions.
	4	Mechanics and Spelling (3.2)
		The student will demonstrate appropriate language mechanics in writing. a. Apply capitalization rules appropriately in writing. b. Punctuate in writing including: I. commas II. quotation marks III. apostrophes, colons, and semicolons IV. ellipsis V. hyphens, dashes, parentheses, and brackets c. Demonstrate correct use of punctuation in research writing including: I. formal outline II. parenthetical documentation III. works cited/bibliography d. Use correct formation of plurals. e. Use correct spelling including: I. commonly misspelled words and homonyms II. spell consonant changes correctly (example recede/recession; transmit/transmission) III. spell Greek and Latin derivatives (words that come from a base or common root word) by applying correct spelling of bases and affixes (prefixes and suffixes)

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	4	Sentence Structure(3.3)
		The student will demonstrate appropriate sentence structure in writing. a. Identify and use parallel structure. b. Correct dangling and misplaced modifiers. c. Correct run-on sentences. d. Correct fragments. e. Correct comma splices. f. Use independent/dependent and restrictive (essential)/nonrestrictive (nonessential) clauses to designate the importance of information. g. Use a variety of sentence structures and lengths to create a specific effect.
100%	61 (66pts)	Total Test