



English Language Arts Assessment

English Language Arts (ELA) Grade 11 Threshold Achievement Level Descriptors (ALD)

With Claims, Targets and Standards

This document aligns the Oregon ELA Assessment claims and targets with the Oregon English Language Arts (ELA) standards. The claims and targets can be used to design classroom lessons and district assessments. In addition, the document serves as a guide in understanding the Oregon ELA Assessment reports.

CLAIMS AND TARGETS: Content claims are summary statements about the knowledge and skills students are expected to demonstrate on the assessment related to a particular aspect of the standards. Within each claim area, assessment targets were developed to ensure inclusion of standards, learning progressions, and the Depth of Knowledge levels.

DEPTH OF KNOWLEDGE: The DOK level assigned should reflect the level of work students are most commonly required to perform in order for the response to be deemed acceptable. The DOK level should reflect the complexity of the cognitive processes demanded by the task, rather than its difficulty. Ultimately the DOK level describes the kind of thinking required by a task, not whether or not the task is “difficult”.

- **Level 1** requires students to receive or recite facts or to use simple skills or abilities.
- **Level 2** includes the engagement of some mental processing beyond recalling or reproducing a response. Includes conceptual understanding generally refers to the integration and application of concepts and other ideas within a content area. Procedural understanding denotes knowledge about skills and sequence of steps, when and how these should be used appropriately, and their efficient and accurate applications.
- **Level 3** requires strategic thinking. Students must be able to support their thinking. Includes, non-routine problem solving like in reading and determining author’s purpose.
- **Level 4** requires extended thinking. Usually requires work over a period of time. They may also be asked to develop hypotheses and perform complex analyses of the connections among texts.

OSAS Blueprint: Target Sampling ELA/Literacy High School

Component	Claim	Content Category	Targets	Items	Total Items	OSAS Blueprint Descriptors
Computer Adaptive (CAT)	1: Reading	Literary	2: Central Ideas	0-1	4	Approximately 33% of text-related assessment evidence will come from reading literary texts and may include stories, poems, plays, myths, or legends.
			4: Reasoning and Evaluation	1		
			1: Key Details	2 - 3		
			3: Word Meanings			
			5: Analysis with/across Texts			
			6: Text Structures and Features			
			7: Language Use			
	Informational	9: Central Ideas	1 - 2	7 - 8	Approximately 66% of text-related assessment evidence will come from reading informational texts and may include science, social studies, and technical texts/topics.	
		11: Reasoning and Evaluation	1 - 2			
		8: Key Details	5 - 6			
		10: Word Meanings				
		12: Analysis with/across Texts				
		13: Text Structures and Features				
	14: Language Use					
2: Writing	Organization/Purpose	1b/3b/6b: Revise Brief Texts	2	6	Approximately 33% of the assessment evidence will come from revising, and/or editing narrative writing. Approximately 33% of the assessment evidence will come from revising, and/or editing explanatory/informational writing based on evidence from given sources. Approximately 33% of the assessment evidence will come from revising, and/or editing opinion writing based on evidence from given sources.	
	Evidence/Elaboration	1b/3b/6b: Revise Brief Texts				
			8: Language and Vocabulary Use			1
	Conventions	9: Edit/Clarify	3			
3: Listening	Listening	4: Listen/Interpret	4	4		
4: Research	Research	2: Interpret and Integrate Information	1	3		
		3: Analyze Information/Sources	1			
		4: Use Evidence	1			
Performance Task (PT)	2: Writing	Organization/Purpose	4/7: Compose Full Texts	1 Full Write	Each student receives one writing PT based on the use of informational articles. The PT will align to one of the following writing purposes: Opinion/Argumentative or Informational/Expository The ELA PTs are hand-scored across three traits: Organization/Purpose, Evidence/Elaboration, and Conventions. <i>(The Writing PT score is derived from a single student response)</i>	
		Evidence/Elaboration	4/7: Compose Full Texts			
			8: Language and Vocabulary Use			
	Conventions	9: Edit/Clarify				
	4: Research	Research	2: Interpret and Integrate Information			0-1 Machine Scored 0-1 Short Text
3: Analyze Information/Sources						
4: Use Evidence						

Each **Claim** provides the different **Content Categories** and **Assessment Target** included OSAS ELA Summative Assessment in alignment to the **Oregon English Language Arts and Literacy Standards**.

Claim #1 Reading: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

Oregon Reading Content Category: Literary Text

Assessment Targets	2: Central Ideas Identify or determine a central message, lesson or moral and explain how it is conveyed in the text through key details, key events, or the sequence of events.	4: Reasoning and Evaluation Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., characters, point of view, themes, setting, plot) and use supporting evidence as justification/explanation.	1: Key Details Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	3: Word Meanings Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships, word structure (e.g., common roots, affixes), or use of resources (e.g., beginning dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.	5: Analysis within/across Texts Describe and explain relationships among literary elements (e.g., characters) within or across texts or distinguish the narrator or characters' point of view within or across texts.	6: Text Structures and Features Relate knowledge of text structures (building upon earlier sections) or text features (e.g., illustrations) to explain information within the text.	7: Language Use Determine use of language by distinguishing literal from non-literal meanings of words and phrases used in context, or demonstrate understanding of nuances in word meanings used in context.
	Oregon English Language Arts and Literacy Standards						

11.RL.1 - Analyze what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; cite strong and thorough textual evidence to support analysis. Identify areas where the text leaves ideas unclear or unexplored. 11.RL.2 - Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account. Provide an evidence-based summary of the text that includes analysis.	11.RL.1 - Analyze what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; cite strong and thorough textual evidence to support analysis. Identify areas where the text leaves ideas unclear or unexplored. 11.RL.3 - Analyze the impact of the author's choices regarding how to develop and relate elements of a literary text. 11.RL.6 - Analyze a case in which grasping point of view, or understanding a perspective or cultural experience requires distinguishing what is directly stated in a text from what is really meant. 11.RL.9 - Demonstrate knowledge of a range of texts within the same time periods by authors from the Americas, including how two or more texts from the same period treat similar themes or topics from multiple perspectives.	11.RL.1 - Analyze what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; cite strong and thorough textual evidence to support analysis. Identify areas where the text leaves ideas unclear or unexplored.	11.RL.1 - Analyze what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; cite strong and thorough textual evidence to support analysis. Identify areas where the text leaves ideas unclear or unexplored. 11.L.4 - Determine the meaning of words and phrases as they are used in the text, including figurative, connotative and technical meanings; analyze the impact of word choice on meaning and tone. 11.L.4 - Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11 reading and content, choosing flexibly from a range of strategies, including context clues, word parts, word relationships, and reference materials. 11.L.4a - Use context as a clue to the meaning of a word or phrase. 11.L.4b - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech. 11.L.4c - Consult dictionaries, glossaries, thesauruses, and other general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. 11.L.4d - Verify the preliminary determination of the meaning of a word or phrase. 11.L.5b - Analyze nuances in the meaning of words with similar denotations. 11.L.6 - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	11.RL.1 - Analyze what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; cite strong and thorough textual evidence to support analysis. Identify areas where the text leaves ideas unclear or unexplored. 11.RL.3 - Analyze the impact of the author's choices regarding how to develop and relate elements of a literary text. 11.RL.6 - Analyze a case in which grasping point of view, or understanding a perspective or cultural experience requires distinguishing what is directly stated in a text from what is really meant.	11.RL.1 - Analyze what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; cite strong and thorough textual evidence to support analysis. Identify areas where the text leaves ideas unclear or unexplored. 11.RL.5 - Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.	11.RL.1 - Analyze what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; cite strong and thorough textual evidence to support analysis. Identify areas where the text leaves ideas unclear or unexplored. 11.RL.4 - Determine the meaning of words and phrases as they are used in the text, including figurative, connotative and technical meanings; analyze the impact of word choice on meaning and tone, including words with multiple meanings. 11.L.5a - Interpret figures of speech in context and analyze their role in the text.
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Threshold Reading Literary Achievement Level Descriptors (ALDs) for Students Entering a Proficiency Level will be able to...

Nearly Meeting	Meeting	Exceeding
<p><i>Student demonstrates partial ability to read closely to comprehend a range of literary and informational texts of moderate complexity and to use partial textual evidence that demonstrates critical thinking.</i></p>	<p><i>Student demonstrates adequate ability to read closely, analytically to comprehend a range of literary and informational texts of moderate-to-high complexity, and to use textual evidence to demonstrate critical thinking.</i></p>	<p><i>Student demonstrates thorough ability to read closely, analytically to comprehend a range of literary and informational texts of unusually high complexity, and to use textual evidence effectively to demonstrate complex critical thinking.</i></p>
<ul style="list-style-type: none"> • Identify key textual evidence to attempt to support simple inferences or conclusions. • Provide a simple summary of key events and/or details of a text. • Use sentence- and paragraph-level context and resources to determine meanings of most grade-level words. • Apply partial reasoning and use key textual evidence to begin to justify inferences or judgments made about text. • Analyze some interrelationships of literary elements in texts of low to moderate complexity. • Describe basic text structures and genre-specific features or formats and show a limited understanding of their impact. • Identify elements that contribute to points of view and how they impact meaning. • Identify and determine meaning and impact of figurative language. 	<ul style="list-style-type: none"> • Cite adequate textual evidence to support most inferences made or conclusions drawn about texts of moderate complexity. • Summarize themes and some analysis of thematic development over the course of the text using relevant details. • Determine intended meanings of most words, including distinguishing connotation/denotation, figurative language, and words with multiple meanings based on context, word patterns, word relationships, etymology, or use of specialized resources. • Apply sufficient reasoning and a range of textual evidence to justify most inferences or judgments made about texts. • Adequately analyze interrelationships among literary elements within a text or multiple interpretations of text (including texts from the same period with similar themes, topics, or source materials). • Partially analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) of text and explain the impact(s) of those choices on meaning or presentation. • Partially analyze the figurative (e.g., euphemism, oxymoron, hyperbole, paradox) and connotative meanings of words and phrases used in context and the impact(s) of those word choices on meaning and tone. 	<ul style="list-style-type: none"> • Identify and analyze textual evidence in texts of high complexity. • Provide an effective summary and analysis of thematic development over the course of a text using an appropriate level of relevant evidence. • Determine intended, precise, or nuanced meanings of words, including distinguishing connotation/denotation, figurative language, words with multiple meanings, and specialized academic language. • Apply reasoning and a thorough range of textual evidence to justify inferences or judgments made about texts. • Analyze the figurative and connotative meanings of words and phrases used in context and explain the complex impact(s) of those word choices on meaning and tone. • Apply reasoning and a range of textual evidence to justify inferences and judgments made about texts of high complexity. • Analyze the interrelationships among literary elements in texts of high complexity to show how connections are made in development of complex ideas or events. • Analyze the effectiveness and impact of text structures and/or text features of texts of high complexity. • Analyze figurative and connotative meanings of words and phrases in texts of high complexity.

Claim #1 Reading: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

Content Category: Informational Text

Assessment Targets	9: Central Ideas Identify or determine a main idea and the key details that support it.	11: Reasoning and Evidence Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., events ideas, concepts, procedures, point of view, use of information from illustrations, compare and contrast points or key details) and use supporting evidence as justification/explanation.	8: Key Details Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	10: Word Meanings Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships, word structure (e.g., common roots, affixes), or use of resources (e.g., beginning dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.	12: Analysis within/across Texts Describe information within or across texts (e.g., events, ideas, concepts, procedures, sequence or cause/effect) or distinguish the author’s point of view.	13: Text Structures and Features Relate knowledge of text features (e.g., maps, photographs) demonstrate understanding of the text.	14: Language Use Determine understanding of word relationships and nuances, literal and non- literal words and phrases used in context, or identify connections between words and their uses.
	Oregon English Language Arts and Literacy Standards						

<p>11.RI.1 - Analyze what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; cite strong and thorough textual evidence to support analysis. Identify areas where the text leaves ideas unclear or unexplored.</p> <p>11.RI.2 - Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another, and matters left uncertain, in order to provide a complex analysis. Provide an evidence-based summary of the text that includes analysis.</p> <p><u>11.RH/RST.1;</u> <u>11.RH/RST.2</u></p>	<p>11.RI.1 - Analyze what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; cite strong and thorough textual evidence to support analysis. Identify areas where the text leaves ideas unclear or unexplored.</p> <p>11.RI.3 - Analyze a complex set of ideas or sequence of events and explain how specific individuals and groups, ideas, or events interact and develop over the course of the text.</p> <p>11.RI.6 - Determine an author’s perspective or purpose in a text in which the rhetoric is particularly effective, analyzing how the rhetoric contributes of the text.</p> <p>11.RI.7 - Integrate and evaluate multiple sources of information presented in different media or formats to address a question or solve a problem.</p> <p>11.RI.8 - Delineate and evaluate the reasoning in works of public advocacy, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments.</p> <p>11.RI.9 - Analyze documents of historical and literary significance, from the Americas, for their themes, purposes, and rhetorical features.</p> <p><u>11.RH/RST.1;</u> <u>11.RH/RST.3</u> <u>11.RH/RST.6;</u> <u>11.RH/RST.7</u> <u>11.RH/RST.8;</u> <u>11.RH/RST.9</u></p>	<p>11.RI.1 - Analyze what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; cite strong and thorough textual evidence to support analysis. Identify areas where the text leaves ideas unclear or unexplored.</p> <p><u>11.RH/RST.1</u></p>	<p>11.RI.1 - Analyze what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; cite strong and thorough textual evidence to support analysis. Identify areas where the text leaves ideas unclear or unexplored.</p> <p>11.RI.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.</p> <p>11.L.4 - Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies, including context clues, word parts, word relationships, and reference materials.</p> <p>11.L.4a - Use context as a clue to the meaning of a word or phrase.</p> <p>11.L.4b - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.</p> <p>11.L.4c – Consult dictionaries, glossaries, thesauruses, as well as other general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>11.L.4d - Verify the preliminary determination of the meaning of a word or phrase.</p> <p>11.L.5b - Analyze nuances in the meaning of words with similar denotations.</p> <p>11.L.6 - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><u>11.RH/RST.1;</u> <u>11.RH/RST.4</u></p>	<p>11.RI.1 - Analyze what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; cite strong and thorough textual evidence to support analysis. Identify areas where the text leaves ideas unclear or unexplored.</p> <p>11.RI.3 - Analyze a complex set of ideas or sequence of events and explain how specific individuals and groups, ideas, or events interact and develop over the course of the text.</p> <p>11.RI.6 - Determine an author’s perspective or purpose in a text in which the rhetoric is particularly effective, analyzing how the rhetoric contributes of the text.</p> <p><u>11.RH/RST.1;</u> <u>11.RH/RST.3</u> <u>11.RH/RST.6;</u></p>	<p>11.RI.1 - Analyze what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; cite strong and thorough textual evidence to support analysis. Identify areas where the text leaves ideas unclear or unexplored.</p> <p>11.RI.5 - Analyze or evaluate the effectiveness of the structure an author uses in their exposition or argument, including the purpose of the structure.</p> <p><u>11.RH/RST.1;</u> <u>11.RH/RST.</u> <u>11.RH/RST.7</u></p>	<p>11.RI.1 - Analyze what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; cite strong and thorough textual evidence to support analysis. Identify areas where the text leaves ideas unclear or unexplored.</p> <p>11.RI.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.</p> <p>11.L.5a - Interpret figures of speech in context and analyze their role in the text.</p> <p><u>11.RH/RST.1</u></p>
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Threshold Reading Informational Achievement Level Descriptors (ALDs) for Students Entering a Proficiency Level will be able to...

Nearly Meeting	Meeting	Exceeding
<p><i>Student demonstrates partial ability to read closely to comprehend a range of literary and informational texts of moderate complexity and to use partial textual evidence that demonstrates critical thinking.</i></p>	<p><i>Student demonstrates adequate ability to read closely, analytically to comprehend a range of literary and informational texts of moderate-to-high complexity, and to use textual evidence to demonstrate critical thinking.</i></p>	<p><i>Student demonstrates thorough ability to read closely, analytically to comprehend a range of literary and informational texts of unusually high complexity, and to use textual evidence effectively to demonstrate complex critical thinking.</i></p>
<ul style="list-style-type: none"> • Identify key textual evidence to attempt to support simple inferences, analysis, interpretations, or conclusions. • Provide a simple summary of key events and/or details of a text. • Use sentence- and paragraph-level context and resources to determine meanings of words. • Apply partial reasoning and use key textual evidence to begin to justify inferences or judgments made about text. • Analyze the connection of ideas within and between texts of low-to-moderate complexity. • Describe basic text structures and genre-specific features or formats and show a limited understanding of their impact. • Demonstrate emerging knowledge of obvious genre interpretations and ideas. • Have limited engagements and interaction with source materials in common. • Partially account for elements that contribute to points of view. • Identify and begin to determine meaning and impact of figurative language. 	<ul style="list-style-type: none"> • Cite adequate textual evidence to support most inferences made or conclusions drawn about texts of moderate complexity. • Summarize central ideas, topics, key events, or procedures from a text using sufficient supporting ideas and relevant details. • Determine intended meanings of most words, including distinguishing connotation/denotation, figurative language, and words with multiple meanings based on context, word patterns, word relationships, etymology, or use of specialized resources. • Apply reasoning and a sufficient range of textual evidence to justify analyses of author’s presentation of moderately complex information. • Adequately support a basic analysis of a moderately complex text to show how some connections are made in development of ideas or events or development of topics, themes, or rhetorical features. • Adequately support a basic analysis of text structures and/or text features and determine an impact of text structures and/or text features on meaning or presentation. • Partially analyze the figurative (e.g., euphemism, oxymoron, hyperbole, paradox) or connotative meanings of words and phrases used in context and partially explain the impact of these word choices on meaning and tone. 	<ul style="list-style-type: none"> • Identify and analyze textual evidence in texts of high complexity. • Provide full analysis of the development of central ideas over the course of a text using an appropriate level of relevant evidence. • Determine intended, precise, or nuanced meanings of words, including distinguishing connotation/denotation, figurative language, words with multiple meanings, and specialized academic language. • Apply reasoning and a full range of textual evidence to justify inferences and judgments made about texts of high complexity. • Analyze the figurative and connotative meanings of words and phrases used in context and explain the complex impact(s) of those word choices on meaning and tone. • Apply thorough reasoning and a range of textual evidence to justify analyses of author’s presentation of information in texts of high complexity. • Analyze texts of high complexity to show how connections are made in development of complex ideas or events. • Analyze the effectiveness and impact of text structures and/or text features of highly complex texts. • Analyze figurative and connotative meanings of words and phrases in texts of high complexity.

Claim #2 Writing: Students can produce effective writing for a range of purposes and audiences.

**Content Category:
CAT Items**

Assessment Targets	Organization/Purpose	Evidence/Elaboration	Conventions
	<p>Revise Brief Texts 1b: Revise one or more paragraphs demonstrating specific narrative techniques (use of dialogue, description), chronology, appropriate transitional strategies for coherence, or authors’ craft appropriate to purpose (closure, detailing characters, plot, setting, or an event). 3b: Revise one or more informational/explanatory paragraphs demonstrating ability to organize ideas by stating a focus (main idea), including appropriate transitional strategies for coherence, or supporting details, or an appropriate conclusion. 6b: Revise one or more paragraphs demonstrating ability to state opinions about topics or sources; set a context, organize ideas, develop supporting reasons, or provide an appropriate conclusion.</p>	<p>Revise Brief Texts 1b: Revise one or more paragraphs demonstrating specific narrative techniques (use of dialogue, description), chronology, appropriate transitional strategies for coherence, or authors’ craft appropriate to purpose (closure, detailing characters, plot, setting, or an event). 3b: Revise one or more informational/explanatory paragraphs demonstrating ability to organize ideas by stating a focus (main idea), including appropriate transitional strategies for coherence, or supporting details, or an appropriate conclusion. 6b: Revise one or more paragraphs demonstrating ability to state opinions about topics or sources; set a context, organize ideas, develop supporting reasons, or provide an appropriate conclusion.</p>	<p>8: Language and Vocabulary Use: Accurately use language and vocabulary (including academic and domain- specific vocabulary) appropriate to the purpose and audience when revising or composing texts.</p>

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<p>11.W.3 (Targets 1b)</p> <ol style="list-style-type: none"> Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. <p>11.W.2 (Targets 3b)</p> <ol style="list-style-type: none"> Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful to aiding comprehension. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the information or explanation presented. <p>11.W.1 (Targets 6b)</p> <ol style="list-style-type: none"> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the argument presented. <p>11.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>11.W.2d Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>11.W.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>11.L3a Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p> <p>11.L.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>11.L.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>11.L.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
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Claim #2 Writing: Students can produce effective writing for a range of purposes and audiences.

**Content Category:
Performance Task**

Organization/Purpose	Evidence/Elaboration	Conventions
<p>COMPOSE FULL TEXTS:</p> <p>4: Write full informational texts on a topic using a complete writing process attending to purpose and audience: organize ideas by stating a focus (main idea); include text structures and appropriate transitional strategies for coherence; include elaboration and supporting evidence from sources and an appropriate conclusion.</p> <p>7: Write full opinion pieces about topics using a complete writing process attending to purpose and audience: organize ideas by stating a context and focus (opinion), include structures and appropriate transitional strategies for coherence, elaborate and include supporting reasons from sources and an appropriate conclusion.</p>	<p>COMPOSE FULL TEXTS:</p> <p>4. Write full informational texts on a topic using a complete writing process attending to purpose and audience: organize ideas by stating a focus (main idea); include text structures and appropriate transitional strategies for coherence; include elaboration and supporting evidence from sources and an appropriate conclusion.</p> <p>7. Write full opinion pieces about topics using a complete writing process attending to purpose and audience: organize ideas by stating a context and focus (opinion), include structures and appropriate transitional strategies for coherence, elaborate and include supporting reasons from sources and an appropriate conclusion.</p>	<p>8: Language and Vocabulary Use : Accurately use language and vocabulary (including academic and domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.</p> <p>9: Edit/Clarify: Apply or edit grade appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and opinion texts.</p>

Oregon English Language Arts and Literacy Standards

<p>11.W.2 (Targets 4)</p> <ol style="list-style-type: none"> Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful to aiding comprehension. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the information or explanation presented. <p>11.W.1 (Targets 7)</p> <ol style="list-style-type: none"> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the argument presented. <p>11.W.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>11.W.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on what is most significant for a specific purpose and audience.</p> <p>11.W.8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation</p> <p>11.W.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>11.W.2d Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>11.W.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>11.L3a Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p> <p>11.L.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>11.L.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>11.L.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
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Threshold Writing Achievement Level Descriptors (ALDs) for Students Entering a Proficiency Level will be able to...

Nearly Meeting	Meeting	Exceeding
<p><i>Student demonstrates partial ability to produce writing for a range of purposes and audiences.</i></p>	<p><i>Student demonstrates adequate ability to produce effective and well-grounded writing for a range of purposes and audiences.</i></p>	<p><i>Student demonstrates thorough ability to produce compelling, well-supported writing for a diverse range of purposes and audiences.</i></p>
<ul style="list-style-type: none"> • Apply some narrative strategies, textual structures, and transitional strategies for coherence. • Use minimal relevant details when writing or revising brief narrative texts. • Use minimal support and elaboration when writing brief informational/explanatory texts. • Demonstrate some ability to use appropriate text features. • Produce argumentative texts and attempt to acknowledge a counterclaim. • Demonstrate some awareness of audience and purpose when writing. • Pay limited attention to word choice and/or syntax. • Demonstrate some understanding of the conventions of grade-appropriate Standard English grammar usage and mechanics to clarify a message. • Apply some revisions to narrative, informational, and argument texts. • Use basic technology, with support, for gathering information, making revisions, or producing texts. 	<ul style="list-style-type: none"> • Apply some narrative strategies, text structures, and some transitional strategies for coherence using some relevant details and precise words and phrases in writing or revising brief narrative texts. • Apply some strategies when writing or revising brief informational/explanatory texts to develop a topic by organizing ideas, using appropriate language to maintain a suitable focus/tone, and including some relevant supporting evidence. • Write full informational/explanatory texts appropriate for purpose and audience by organizing ideas, using appropriate language to maintain a suitable focus/tone, and gathering, assessing, and integrating some relevant supporting evidence from both print and digital sources. • Use text features (e.g., formatting, graphics, multimedia) with some attention to audience and purpose. • Apply strategies when writing or revising brief argumentative texts to develop a claim by organizing and citing some supporting evidence and counterclaims, providing transitional strategies for coherence, and using language to maintain a suitable focus/tone. • Write full argumentative texts to develop a specific claim by integrating some relevant supporting evidence from both print and digital sources, to develop claims and counterclaims that are appropriate for audience and purpose, to provide a concluding statement, and to use language to maintain a suitable focus/tone. • Demonstrate attempts to use varied syntax, vocabulary (including some academic and domain-specific vocabulary and figurative language), and style appropriate to the purpose and audience when revising and composing texts. • Apply and edit most conventions of grade-appropriate, Standard English grammar usage and mechanics. • Follow directions when using tools of technology to gather information, make revisions, or produce texts. 	<ul style="list-style-type: none"> • Apply effective writing strategies and processes when writing and revising texts for all purposes. • Use precise language. • Use relevant and persuasive evidence. • Assess and synthesize supporting evidence. • Select technological tools based on appropriateness. • Apply grade-appropriate editing and revising skills.

Claim #3 Speaking/Listening: Students can employ effective speaking and listening skills for a range of purposes and audiences.

Content Category: Listening

Assessment Targets

- 1: Not currently assessed
- 2: Not currently assessed
- 3: Not currently assessed
- 4: **Listen/Interpret:** Interpret and use information delivered orally.

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11.SL.2 - Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

11.SL.3 - Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Threshold Listening Achievement Level Descriptors (ALDs) for Students Entering a Proficiency Level will be able to...

Nearly Meeting	Meeting	Exceeding
<i>Student demonstrates partial ability to employ listening skills for a range of purposes with competency.</i>	<i>Student demonstrates adequate ability to employ listening skills for a range of purposes with competency.</i>	<i>Student demonstrates thorough ability to employ listening skills for a range of purposes with competency.</i>
<ul style="list-style-type: none"> • Have limited engagement and interaction with media and source materials and minimally account for elements that contribute to points of view. 	<ul style="list-style-type: none"> • Synthesize content from source materials and media, discriminating for relevance among a range of rhetorical presentations of information. • Listen for point of view and begin to analyze perspective and motivation in a speaker’s assumptions, connections, use of vocabulary, unstated premises, and rhetorical choices. 	<ul style="list-style-type: none"> • Synthesize diverse source materials from diverse perspectives delivered orally or through audiovisual materials. • Systematically evaluate the ways that uses of evidence, implicit premises, and rhetorical stylistic choices enhance or undermine points of view.

Claim #4 Research: Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.

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Assessment Targets	2: Interpret and Integrate Information: Locate information to support central ideas and key details that are provided; select information from data or print and non- print text sources for a given purpose.	3: Analyze Information/Sources: Distinguish relevant/irrelevant information.	4: Use Evidence: Cite evidence to support opinions or ideas.
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Content Standards

<p>11.RI.1 - Analyze what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; cite strong and thorough textual evidence to support analysis. Identify areas where the text leaves ideas unclear or unexplored.</p> <p>11.RI.7 - Integrate and evaluate multiple sources of information presented in different media or formats to address a question or solve a problem.</p> <p>11.W.8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation</p> <p>11.W.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>11.RH/RST.1; 11.RH/RST.2; 11.RH/RST.3; 11.RH/RST.7; 11.RH/RST.8; 11.RH/RST.9 11.WHST.8; 11.WHST.9</p>	<p>11.W.8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>11.WHST.8</p>	<p>11.W.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>11.W.8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>11.W.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
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Threshold Research Achievement Level Descriptors (ALDs) for Students Entering a Proficiency Level will be able to...

Nearly Meeting	Meeting	Exceeding
<p><i>Student demonstrates partial ability to use research/inquiry methods to produce an explanation of a topic and analyze or integrate information.</i></p>	<p><i>Student demonstrates adequate ability to use research/inquiry methods to explore a topic and analyze, integrate, and present information.</i></p>	<p><i>Student demonstrates thorough ability to read closely, analytically to comprehend a range of literary and informational texts of unusually high complexity, and to use textual evidence effectively to demonstrate complex critical thinking.</i></p>
<ul style="list-style-type: none"> • Demonstrate minimal research and evaluation skills. • Draw broad conclusions from source materials. • Construct a partial or undeveloped claim with limited use of evidence. • Attempt to summarize main ideas, topics, key events, or procedures in informational texts but use limited supporting or relevant ideas or evidence. • Develop an argument with a claim and minimal support. 	<ul style="list-style-type: none"> • Use research/inquiry methods to explore a topic. • Select from and adequately analyze sources from a variety of perspectives and present findings. • Adequately analyze authoritative sources of evidence with some diversity of formats to support a presentation. • Search for relevant authoritative information and evaluate the uses and limitations of source material. • Generate a specific debatable claim or main idea and cite some relevant evidence. 	<ul style="list-style-type: none"> • Employ multimodal resources to advance a persuasive and sustained exploration of a topic. • Synthesize multiple sources of relevant, authoritative information and discriminate among them to support an analysis. • Search for relevant information from diverse authoritative sources. • Systematically evaluate the uses and limitations of sources. • Generate authoritative claim. • Evaluate and cite substantial, relevant evidence.