

NSCAS Alternate ELA Assessment

Table of Specifications

LA 12.1	Reading: Students will learn and apply reading skills and strategies to comprehend text.	Grade 11 Reading Vocabulary				
LA 12.1.5	Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.	Max DOK Tested	DOK 1 Stage 1 Stage 2	DOK 1 Stage 3	DOK 2 Stage 4	Item Total
LA 12.1.5.a	<p><u>General:</u> Apply word analysis strategies to determine the meaning of unknown and multiple-meaning words across content areas to aid in comprehension and improve writing.</p> <p><i>Extended: Use roots and affixes to determine the meaning of words, as well as context clues (e.g., word, phrase, sentence and/or paragraph clues).</i></p>	4	0 – 1	1 – 3	1 – 3	2 – 4
LA 12.1.5.b	Skills blended with 12.1.5.a at this level.					
LA 12.1.5.d	<p><u>General:</u> Use semantic relationships (e.g., figurative language, connotations, technical and multiple-meaning words, and key terms or phrases) to analyze the impact of specific word choices on meaning and tone, aid in comprehension, and improve writing.</p> <p><i>Extended: Identify semantic relationships (synonyms, antonyms, homophones, homographs).</i></p>	4	0 – 1	0 – 2	1 – 2	1 – 3

LA 12.1	Reading: Students will learn and apply reading skills and strategies to comprehend text.	Grade 11 Reading Comprehension				
LA 12.1.6	Comprehension: Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.	Max DOK Tested	DOK 1 Stage 1 Stage 2	DOK 1 Stage 3	DOK 2 Stage 4	Item Total
LA 12.1.6.a	<p><u>General:</u> Evaluate the meaning, reliability, and validity of text considering author’s purpose, perspective, rhetorical style, and contextual influences.</p> <p><i>Extended: Determine if an author's purpose is to entertain, inform, or persuade.</i></p>	4	0 – 1	0 – 2	0 – 1	1 – 3
LA 12.1.6.b	<p><u>General:</u> Analyze and evaluate literary text (e.g., characterization, setting, plot development, internal and external conflict, inferred and recurring themes, point of view, tone, mood).</p> <p><i>Extended: Identify and describe elements of literary text (e.g., character(s), setting, conflict, theme, story sequence, point of view).</i></p>	4	0 – 1	1 – 2	1 – 2	2 – 4

LA 12.1.6.c	<p><u>General:</u> Analyze the function and critique the effects of the author’s use of literary devices (e.g., allusion, symbolism, metaphor, personification, epiphany, oxymoron, dialect, tone, mood).</p> <p><i>Extended: Recognize how literary devices are used purposefully in literary text (onomatopoeia, personification, alliteration, hyperbole, simile, metaphor, idiom).</i></p>	4	0 – 1	0 – 2	0 – 1	0 – 3
LA 12.1.6.d	<p><u>General:</u> Summarize, analyze, and synthesize the themes and main ideas between multiple literary and informational works (print, digital, and/or other media).</p> <p><i>Extended: Identify a theme in one literary text or a main idea that is common across two informational texts.</i></p>	4	0 – 1	1 – 2	0 – 1	1 – 3
LA 12.1.6.e	Skills blended with 12.1.6.d at this level.					
LA 12.1.6.f	<p><u>General:</u> Interpret and evaluate information from print and digital text features to support comprehension.</p> <p><i>Extended: Use text features to locate information (e.g., titles, illustrations, headings, index, glossary, graphs, charts, timeline, maps).</i></p>	4	0 – 1	1 – 2	0 – 1	1 – 3
LA 12.1.6.i	<p><u>General:</u> Construct and/or answer literal, inferential, critical, and interpretive questions, analyzing and synthesizing evidence from the text and additional sources to support answers.</p> <p><i>Extended: Answer literal and inferential questions using explicit evidence from text.</i></p>	4	0 – 1	1 – 2	0 – 1	2 – 3
LA 12.1.6.j	<p><u>General:</u> Apply knowledge of organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support, concept definition, question/answer).</p> <p><i>Extended: Identify organizational patterns in informational text (e.g., sequence/chronological, cause/effect, compare/contrast, fact/opinion, problem/solution).</i></p>	4	0 – 1	1 – 2	0 – 1	1 – 3

LA 12.2	Writing: Students will learn and apply writing skills and strategies to communicate.	Grade 11 Writing Writing Process				
LA 12.2.1	Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.	Max DOK Tested	DOK 1 Stage 1 Stage 2	DOK 1 Stage 3	DOK 2 Stage 4	Item Total
LA 12.2.1.c	<p>General: Gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims or theses.</p> <p><i>Extended: Use relevant evidence to support a claim or theses.</i></p>	4	0 – 1	0 – 1	1 – 2	1 – 3
LA 12.2.1.h	<p>General: Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).</p> <p><i>Extended: Edit writing for conventions of standard English (e.g., initial capitalization and proper nouns, and punctuation limited to period and question mark).</i></p>	4	0 – 1	0 – 1	1 – 2	2 – 3

LA 12.2	Writing: Students will learn and apply writing skills and strategies to communicate.	Grade 11 Writing Writing Mode				
LA 12.2.2	Writing Modes: Students will write in multiple modes for a variety of purposes and audiences across disciplines.	Max DOK Tested	DOK 1 Stage 1 Stage 2	DOK 1 Stage 3	DOK 2 Stage 4	Item Total
LA 12.2.2.b	<p>General: Provide evidence from literary or informational text to support analysis, reflection, and research.</p> <p><i>Extended: Identify evidence from the text that supports an idea found in literary or informational text.</i></p>	4	0 – 1	0 – 1	1 – 2	1 – 3
LA 12.2.2.d	<p>General: Use precise word choice and domain-specific vocabulary to write in a variety of modes.</p> <p><i>Extended: Identify precise word choice in a variety of modes.</i></p>	4	0 – 1	1 – 2	1 – 2	1 – 3