Diagnostic Literacy Assessment (DLA)

Reading: Informational Text 11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

4	3	2	1	0
Cites pieces of strong and thorough textual evidence to support analysis of the text. Draws evidence explicitly as well as inferentially. Determines where the text leaves matters uncertain using the text evidence selections to justify the analysis.	Cites pieces of strong and thorough textual evidence to support analysis of the text. Draws evidence explicitly as well as inferentially. Identifies where the text leaves matters uncertain.	Cites relevant textual evidence to support analysis of the text. Draws evidence explicitly Summarizes the literal meaning.	Restates textual evidence to support what the text says. Draws evidence explicitly.	There is no, or insufficient, evidence of learning to assess the standard at this time.

Writing 11-12.1
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

4	3	2	1	0
Writes a logical argument about a topic/text clarifying why the particular argument is important and valid while evoking reader response. Compares how the position is one of several respecting those who might disagree. Organizes claims, counterclaims, reasons, and evidence into sections to build on each other. Connects reasons to the claim using relevant facts, details, and examples.	Writes a logical argument about a topic/text clarifying why the particular argument is important and valid. Compares how the position is one of several. Organizes claims, counterclaims, reasons, and evidence into sections that build on each other. Describes reasons using facts, details, and examples.	Writes an argument about a topic/text explaining why it is important. Explains how the claim is one of several. Organizes claim, counterclaim, reasons, and evidence into sections. Describes reasons using facts, details, and examples.	Writes an argument about a topic/text stating the claim. States the claim, counterclaim, and reasons. Lists facts, details, and examples. Describes reasons.	There is no, or insufficient, evidence of learning to assess the standard at this time.

Diagnostic Literacy Assessment: "I can" Statements

Reading Informational Text - RI 11-12.1

I can define textual evidence ("word for word" support)

I can define inference and explain how a reader uses textual evidence to reach a logical conclusion ("based on what I've read, It's most likely true that…").

I can read closely and find answers explicitly in text (right there answers) and answers that require an inference.

I can analyze an author's words and determine multiple pieces of textual evidence that strongly and thoroughly support both explicit and inferential questions.

I can determine places in the text that leave matters uncertain (e.g., when the reader must draw his/her own conclusions/assumptions).

Writing - W 11-12.1

I can analyze substantive (influential) topics or texts to determine an argument that causes or has caused a debate in society.

I can choose a side of the argument, identify precise, knowledgeable claims, and establish the significance of the claim(s).

I can identify alternate or opposing claims that counter my argument.

I can organize claims, counterclaims, reasons, and evidence into a logical sequence.

I can anticipate my audience's knowledge level, concerns, values, and possible biases and develop my claims and counterclaims by pointing out the most relevant strengths and limitations of both.

I can present my argument in a formal style and objective tone.

I can create cohesion and clarify relationships among claims and counterclaims using transitions as well as varied syntax.

I can provide a concluding statement/section that supports my argument.