

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.

<p>4 Identifies the evidence that most strongly and thoroughly supports the explicit meanings as well as major and subtle meanings in the text. Determines where the text leaves matters uncertain and proposed ideas about why these were left uncertain.</p>	<p>3 Identifies evidence that most strongly showed understanding of both explicit meaning and major inferences. Determines where the text leaves matters uncertain.</p>	<p>2 Identifies evidence in the text and understands the explicit meaning in the text. Identifies some basic matters in the text that were left uncertain.</p>	<p>1 Identifies evidence in the text understands the explicit meaning in the text.</p>	<p>0 There is no, or insufficient, evidence of learning to assess the standard at this time.</p>
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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.

<p>4 Very effectively introduces significant claims and counterclaims, providing thorough evidence of each. Writes very clearly and shows the relationships between reasons, claims, and evidence. Maintains a formal style appropriate to the discipline of the topic and targeted audience. Provides a strong concluding statement that supported the claims.</p>	<p>3 Introduces significant claims and counterclaims, providing thorough evidence of each. Writes clearly and shows the relationships between reasons, claims, and evidence. Maintains a formal style appropriate to the discipline of the topic. Provides a concluding statement that supported the claims.</p>	<p>2 Introduces claims while acknowledging counterclaims. Provides logical evidence. Writes clearly and supported reasons, claims, and evidence. Maintains a formal style. Provides a concluding statement that followed the claims.</p>	<p>1 Introduces claims while acknowledging counterclaims. Provides clear evidence. Shows how reasons support the claims. Provides a concluding statement to the claims.</p>	<p>0 There is no, or insufficient, evidence of learning to assess the standard at this time.</p>
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Diagnostic Literacy Assessment (DLA) - “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.