## Grade Ten: Standards-Based Skills Worksheet

The skills inventory worksheets are designed to assist with data analysis and goal writing for standards-based IEPs. They are based on the [Virginia SOL Curriculum Frameworks](http://www.doe.virginia.gov/testing/sol/standards_docs/index.shtml). Go to [Standards-Based IEP](http://www.doe.virginia.gov/special_ed/iep_instruct_svcs/stds-based_iep/) for the *Standards-based Individualized Education Program (IEP) A Guide for School Divisions* for additional information on the process for creating standards-based IEPs.

**Directions**

### Step 1

Go to [Standards-Based IEP](http://www.doe.virginia.gov/special_ed/iep_instruct_svcs/stds-based_iep/) for to print the appropriate PDF file **Skills Worksheet** that will match the projected (or current if mid-year) grade level for the student.

### Step 2

Gather and analyze data to identify how the student has performed in each of the strands included in the curriculum. **Review data on student performance** and indicate all data sources analyzed to assess performance in this strand:

* Present Level of Performance (PLOP)
* Prior SOL data
* Standardized test data
* Classroom assessments
* Teacher observations

### Step 3

Based on prior performance, predict what level of instruction ***will be*** necessary for the student to successfully master upcoming curriculum in each of the strands using the following worksheets. Check the areas that specially designed instruction and/or supports may be critical to meeting the standard.

### Step 4

After completing the Worksheet, based on data and your knowledge of the student as discussed in the present level of academic and functional performance (PLOP), determine if a goal(s) is/are needed to address the specific skill(s). Guiding Question:  **Is/Are standard-based goal(s) needed?**

* **YES** Address areas of need in PLOP
* **NO Check one or more justifications:** 
  + Accommodations Available (specify):
  + Area of Strength in PLOP
  + New Content
  + Other (Specify):

### Step 5

Additional space is provided under each strand for comments or notes on data analysis

### Strand: Communication and Multimodal Literacies 10.1, 10.2

To be successful with this standard, students are expected to:

* assume shared responsibility for collaborative work.
* collaborate with peers to set guidelines for group presentations and discussions, set clear goals and deadlines, and define individual roles as needed.
* demonstrate active listening through use of appropriate facial expressions and posture.
* engage others in a conversation by posing and responding to questions in a group situation.
* examine and evaluate strengths and weaknesses when participating in small-group presentations.
* evaluate the overall effectiveness of a group’s preparation and presentation.
* make compromises to accomplish a common goal(s) and reach consensus.
* evaluate the content of presentation(s) including introduction, organization, strengths/weaknesses in evidence and reasoning, and conclusion.

To be successful with this standard, students are expected to:

* identify and analyze the sources and viewpoint of publications including advertisements, editorials, blogs, and websites.
* analyze, compare, and contrast visual and verbal media messages for content (word choice and choice of information), intent (persuasive techniques), impact (public opinion trends), and effectiveness (effect on the audience).
* determine author’s purpose, factual content, opinion, and/or possible bias as presented in media messages.
* recognize that persuasive techniques are used to convince viewers to make decisions, change their minds, take a stand on an issue, or predict a certain outcome, such as but not limited to:
  + ad hominem, red herring, straw man, begging the question, testimonial, ethical appeal, emotional appeal and logical appeal.
* avoid plagiarism by giving credit whenever using another person’s media, facts, statistics, graphics, images, music and sounds, quotations, or paraphrases of another person’s words.
* analyze media to determine the cause/ effect relationship(s) between media coverage and public opinion trends.

### Strand: Reading 10.3, 10.4, 10.5

To be successful with this standard, students are expected to:

* use roots or affixes to determine or clarify the meaning of words.
* demonstrate an understanding of and explain common idioms.
* use prior reading knowledge and other study to identify and explain the meaning of literary and classical allusions
* demonstrate understanding of figurative language, word relationships, and connotations in word meanings

To be successful with this standard, students are expected to:

* construct meaning from text by making connections between what they already know and the new information they read.
* analyze and critique themes across texts and within various social, cultural, and historical contexts.
* compare and contrast a variety of literary works from different cultures and eras, including but not limited to: short stories, poems, plays, novels, essays, and literary nonfiction.
* explain similarities and differences among literary genres from different cultures, such as including but not limited to: sonnets, myths, novels, graphic novels; and short stories.
* analyze the different character roles in literary texts (e.g., foil, tragic hero).
* analyze how indirect characterization reveal(s) nuances of character and advances the plot.
* analyze universal themes, including but not limited to: struggle with nature, survival of the fittest, coming of age, power of love, loss of innocence, struggle with self, disillusionment with life, the effects of progress, power of nature, alienation and isolation, honoring the historical past, good overcoming evil, tolerance of the atypical; the great journey, noble sacrifice, the great battle, love and friendship, and revenge.
* analyze works of literature for historical information about the period in which they were written.
* describe common archetypes that pervade literature including but not limited to: hero/heroine; trickster; outsider/outcast; rugged individualist; shrew/vampiric male; innocent; caretaker; rebel; misfit; scapegoat; lonely orphan.
* examine a literary selection from several different critical perspectives
* analyze how an author achieves specific effects and purposes using literary devices and figurative language (e.g., understatement, allusion, allegory, paradox).
* analyze a case in which a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, irony, understatement).
* analyze a particular point of view or cultural experience reflected in a literary work.
* compare and contrast literary devices that convey a poem’s message and elicit a reader’s emotions.
* interpret and paraphrase the meanings of selected poems.
* identify and describe dramatic conventions.
* compare and contrast two or more texts on the same topic or with similar themes.
* use evidence from the text(s) for support when drawing conclusions, making inferences.
* demonstrate comprehension and apply strategies to write about what is read.

To be successful with this standard, students are expected to:

* identify the different formats and purposes of informational and technical texts.
* analyze and synthesize information from multiple texts while maintaining the intended purpose of each original text.
* analyze the vocabulary (jargon, technical terminology, and content-specific) and ideas of informational texts from various academic disciplines in order to clarify understandings of concepts.
* recognize the non-linear, fragmented, and graphic elements found in informational and technical writing.
* analyze two or more texts with conflicting information on the same topic and identify how the texts disagree.
* analyze how authors use.
* identify essential details in complex informational texts.
* interpret and analyze information presented in maps, charts, timelines, tables, and diagrams
* make inferences and draw conclusions from complex informational texts.
* demonstrate comprehension and apply strategies to write about what is read.

### Strand: Writing 10.6, 10.7

To be successful with this standard, students are expected to:

* demonstrate the purpose of writing as narrative, persuasive, expository, reflective or analytical.
* develop and apply embedded narrative techniques, such as dialogue, description, and pacing to develop experiences or characters and enhance writing.
* create a thesis statement that focuses the essay, expresses the writer’s position in an argument, or explains the purpose of the essay.
* use effective rhetorical appeals, to establish credibility and persuade intended audience.
* use embedded clauses for sentence variety.
* write persuasively organizing reasons logically and effectively.
* analyze sources and determine the best information to support a position/argument.
* utilize credible, current research and expert opinions to support a position/argument.
* identify counterclaims and use counter-arguments that address claims.
* compare/contrast and select evidence from multiple texts to strengthen a position/argument.
* use specific revision strategies and adapt content, vocabulary, voice, and tone to audience, purpose, and situation.
* revise writing for clarity and quality of information to effectively match the intended audience and purpose of a workplace and/or postsecondary education.
* develop ideas deductively and inductively and organize ideas into a logical sequence, applying effective organizational patterns/techniques.

To be successful with this standard, students are expected to:

* distinguish between active voice and passive voice to convey a desired effect.
* know and apply the rules for the use of a colon.
* edit and revise for parallel structure and complex sentences.
* use peer- and self-evaluation to edit writing.
* proofread and prepare writing for intended audience and purpose.
* correct grammatical and usage errors.

### Strand: Research 10.8

To be successful with this standard, students are expected to:

* use resources, to gather information from various sources by summarizing, paraphrasing, and supporting a thesis, claims, and counterclaims.
* organize information and maintain coherence throughout the writing based on the topic, purpose, and audience.
* evaluate sources for their credibility, reliability, accuracy strengths, and limitations.
* cite primary and secondary sources of information, using the MLA or APA method of documentation for in-text citations and works-cited pages.