## Grade Eleven: 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 11.1, 11.2

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

* define a position and select evidence to support that position through reading, writing, and discussion.
* develop effective multimodal presentations to defend a position or present information.
* apply and evaluate persuasive rhetorical devices and techniques.
* use effective evidence and presentation skills to convince an audience.
* Make purposeful language choices based on topic, audience, and situation.
* make choices based on predicted audience response.
* listen actively by asking clarifying and elaborating questions
* evaluate the use of persuasive techniques, such as:
	+ introduction (for securing interest and establishing unity), organization, proof/support, logic, conclusion.
	+ rhetorical devices, including but not limited to: call to action, loaded and elevated language, rhetorical question, appeal to emotion, repetition, figurative language, addressing counterclaims.
* critique the accuracy, relevance, and organization of evidence.
* critique the clarity and effectiveness of delivery

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

* evaluate media messages for content, intent, and impact
* analyze and critique how media reach the targeted audience for specific purposes
* analyze media to determine the cause/ effect relationship(s) between media coverage and public opinion trends.
* analyze how the media’s use of symbol, imagery, and metaphor affects the message.
* 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

### Strand: Reading 11.3, 11.4, 11.5

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.
* interpret figures of speech (paradox) in context and analyze their roles in the text.
* analyze the connotation of words with similar denotations.
* demonstrate understanding of figurative language and connotations in word meanings.

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

* use appropriate reading strategies to approach different genres and reading tasks.
* discuss how the subject matter, style, genre, theme, and purpose of literary works often reflect the culture and events of the times in which the works were written.
* analyze how connections among motifs, setting, character traits, character development, and plot suggest multiple themes.
* analyze and critique themes across texts and within various social, cultural, and historical contexts.
* analyze and critique themes and issues within and across texts related to:
	+ religious diversity; political struggles; ethnic and cultural mores and traditions; and individual rights, gender equity, and civil rights.
* differentiate archetypes that are common in American literature, including but not limited to: hero/heroine; trickster; outsider/outcast; shrew; rebel; misfit; scapegoat.
* analyze major themes in American literature through the perspective of various social, cultural, and historical contexts, including but not limited to: The American Dream; loss of innocence; coming of age; relationship with nature; alienation and isolation; and rebellion and protest.
* analyze texts to identify the author’s viewpoints, and beliefs and critique how these relate to larger historical, social, and cultural contexts.
* describe how the use of context and language structures conveys an author’s intent and viewpoint.
* analyze point of view and distinguish what is directly stated in a text from what is really meant (e.g., satire, irony, sarcasm, understatement).
* use poetic elements to explain, analyze, and evaluate poetry.
* compare and contrast the subject matter, theme, form, language, development, and purpose of works of classic poets with those of contemporary poets.
* compare how poems of the same form use elements - sound, figurative language, imagery, symbols, and allusions - differently to convey meaning.
* describe the language choices and devices that authors use including but not limited to: rhetorical question; sarcasm; satire; parallelism; connotation/denotation; pun; irony; tone; dialect; diction; and figurative language.
* 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:

* activate background knowledge to understand handbooks and manuals.
* 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 and use a variety of persuasive techniques and rhetorical devices including but not limited to: ethos, pathos, logos, claims/counterclaims, false premises, adhominem arguments, begging the question, strawman etc.
* organize and synthesize information from paired texts while maintaining the intended purpose of each.
* analyze how authors use persuasive techniques and rhetorical devices to advance their purpose including but not limited to: ambiguity, contradiction, paradox, irony, hyperbole, overstatement, and understatement.
* identify how authors use rhetorical devices to create ethos, pathos, and logos.
* identify different formats and purposes of informational and technical texts.
* analyze information from multiple texts to make inferences and draw conclusions.
* compare and contrast how complex texts treat the same topics
* provide an objective summary of the text.
* analyze how a variety of logical arguments could reach conflicting conclusions.
* evaluate the relevance and quality of evidence used to support a claim and address a counterclaim.
* analyze and identify false premises that intentionally manipulate audiences.
* demonstrate comprehension and apply strategies to write about what is read.

### Strand: Writing 11.6, 11.7

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

* demonstrate the purpose of writing as persuasive/argumentative, reflective, interpretive or analytical.
* develop and apply embedded narrative techniques, such as dialogue, description, and pacing to develop experiences and enhance writing.
* refine the thesis by considering whether the claim is logical, meaningful, and expresses the writer’s position in an argument.
* use phrases and clauses for sentence variety.
* write persuasively/argumentatively 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.
* compare/contrast and select evidence from multiple texts to strengthen a position/argument.
* revise writing for clarity and quality of information to effectively match the intended audience and purpose of a workplace and/or postsecondary education.
* introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims.
* assess and strengthen the quality of writing through revision.
* use specific revision strategies and adapt content, vocabulary, voice, and tone to audience, purpose, and situation.
* select an appropriate audience by analyzing assumptions, values, and background knowledge.

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

* use correctly the following verbal phrases in writing:
	+ gerund phrase;
	+ infinitive phrase;
	+ participial phrase; and
	+ absolute phrase.
* differentiate between active and passive voice
* correctly format in-text citations including parenthetical references to document evidence.
* revise and edit writing for appropriate style and language in informal and formal contexts.

### Strand: Research 11.8

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

* identify and narrow a topic for research and develop a plan to locate and collect relevant information from diverse sources
* use a variety of primary and secondary sources of information.
* identify valid main and supporting ideas in various sources and distinguish them from misconceptions and biased points of view when information conflicts.
* synthesize information in a logical sequence.
* document sources using MLA or APA style, including in-text citation and corresponding works cited list.
* incorporate ideas and quotations skillfully by directly quoting, paraphrasing, or summarizing text from reliable sources and citing them appropriately.