## Grade Twelve: 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 12.1 12.2

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

* choose appropriate vocabulary, language, and tone for the selected topic, purpose, context, and audience use a variety of primary and secondary sources of information.
* 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
* monitor audience feedback, engagement, and understanding, to and adjust delivery accordingly.

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

* organize knowledge and display learning using visual images, text, graphics, and/or music to create media messages with visual, audio, and graphic effects.
* 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, metaphor, and bias 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 12.3 12.4 12.5

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 the use of common idioms.
* use prior reading knowledge and other study to identify and explain the meaning of allusions.
* interpret figures of speech (e.g., overstatement, paradox) in context and analyze their role in the text.
* analyze positive and negative connotations 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:

* analyze texts to identify the author’s attitudes, viewpoints, and beliefs and critique how these relate to larger historical, social, and cultural contexts.
* recognize major themes and issues related to:
  + religious diversity; political struggles; ethnic and cultural mores and traditions; and individual rights, gender equity, and civil rights.
* differentiate between what is directly stated in a text from what is intended or implied because of the use of satire, sarcasm, irony, or understatement.
* 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 writing strategies to analyze and reflect upon about what is read.

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

* analyze the vocabulary (jargon, technical terminology, and content-specific) of informational texts from various academic disciplines in order to clarify understanding.
* analyze how authors use rhetorical devices to create ethos, pathos, and logos.
* organize and synthesize information from two texts while maintaining the intended purpose of each original text.
* analyze how authors use rhetoric to advance their point of view.
* identify different formats and purposes of informational and technical texts.
* recognize the non-linear, fragmented, and graphic elements found in informational and technical writing.
* demonstrate comprehension and apply strategies to write about what is read.
* identify the resources needed to address specific problems and synthesize new information to make decisions and complete tasks such as: completing employment, college, and financial applications; compiling resumes; creating portfolios etc.

**Strand: Writing 12.6 12.7**

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

* demonstrate the craft 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 embedded 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 identify counter-arguments that address claims.
* 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.
* anticipate and address the counterevidence, counterclaims, and counterarguments.
* use effective rhetorical appeals, to establish credibility and persuade intended audience.
* develop technical writings (e.g., job description, questionnaire, job application, or business communication) that address clearly identified audiences and have clearly identified purposes.
* complete employment forms (e.g. resume, personal qualifications in a letter of application)
* complete applications, essays, and résumés for college admission
* develop analytical essays that examine and evaluate processes/problems,
* develop claim(s) and counterclaims thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both.
* create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims
* apply persuasive rhetorical devices and techniques
* recognize and avoid common logical fallacies or false premises.
* assess and strengthen the quality of writing through revision

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

* use a variety of strategies to evaluate whether the draft is effectively supported and adequately developed.
* edit both one’s own and others’ work for grammar, style and tone appropriate to audience, purpose and context.
* apply current MLA or APA style for punctuation conventions and formatting direct quotations, particularly for in-text citation in documented papers

### Strand: Research12.8

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

* collect, evaluate, analyze and synthesize relevant information, using a variety of primary and secondary sources.
* evaluate collected information sources by:
  + determining its validity, accuracy, credibility, reliability, consistency, and limitations;
  + identifying misconceptions, conflicting information, point of view and/or bias; and
  + formulating a reason/focus to represent findings.
* organize information by:
  + prioritizing and synthesizing information;
  + summarizing and/or paraphrasing information; and
  + selecting direct quotations.
* cite sources of information to avoid plagiarism when paraphrasing, summarizing, quoting, or inserting graphics, using MLA or APA style.