



## Answer Key

HSA Item Number	Answer	Indicators Assessed
1	ECR	<b>2.1.1</b> The student will compose to inform by using appropriate types of prose.
2	F	<b>2.2.3</b> The student will revise and edit texts for clarity, completeness, and effectiveness.
3	A	<b>3.3.1</b> The student will edit texts for spelling, capitalization, and punctuation.
4	G	<b>3.1.6</b> The student will compound various sentence elements—subjects, predicates, modifiers, phrases, and clauses—to link or contrast related ideas.
5	D	<b>2.2.5</b> The student will use suitable traditional and electronic resources to refine presentations and edit texts for effective and appropriate use of language and conventions.
6	G	<b>3.1.4</b> The student will differentiate grammatically complete sentences from non-sentences.
7	C	<b>1.2.5</b> The student will extend or further develop meaning by explaining the implications of the text for the reader or contemporary society.
8	J	<b>1.3.3</b> The student will identify features of language that create tone and voice.
9	C	<b>1.1.2</b> The student will use during-reading strategies appropriate to both the text and purpose for reading by visualizing, making connections, and using fix-up strategies such as re-reading, questioning, and summarizing.
10	J	<b>1.2.1</b> The student will consider the contributions of plot, character, setting, conflict, and point of view when constructing the meaning of a text.
11	C	<b>1.2.3</b> The student will explain the effectiveness of stylistic elements in a text that communicate an author's purpose.
12	H	<b>1.3.5</b> The student will explain how common and universal experiences serve as the source of literary themes that cross time and cultures.
13	B	<b>3.1.6</b> The student will compound various sentence elements—subjects, predicates, modifiers, phrases, and clauses—to link or contrast related ideas.
14	F	<b>1.2.2</b> The student will determine how the speaker, organization, sentence structure, word choice, tone, rhythm, and imagery reveal an author's purpose.

15	D	<b>3.1.3</b> The student will determine grammatical classification of words by using meaning, position, form, and function.
16	J	<b>1.2.1</b> The student will consider the contributions of plot, character, setting, conflict, and point of view when constructing the meaning of a text.
17	B	<b>1.3.5</b> The student will explain how common and universal experiences serve as the source of literary themes that cross time and cultures.
18	H	<b>1.1.3</b> The student will use after-reading strategies appropriate to both the text and purpose for reading by summarizing, comparing, contrasting, synthesizing, drawing conclusions, and validating the purpose for reading.
19	BCR	<b>1.2.1</b> The student will consider the contributions of plot, character, setting, conflict, and point of view when constructing the meaning of a text.
20	ECR	<b>2.1.4</b> The student will compose persuasive texts that support, modify, or refute a position and include effective rhetorical strategies.
21	D	<b>1.2.3</b> The student will explain the effectiveness of stylistic elements in a text that communicate an author's purpose.
22	G	<b>1.3.3</b> The student will identify features of language that create tone and voice.
23	A	<b>4.2.1</b> The student will assess the effectiveness of diction that reveals an author's purpose.
24	G	<b>1.1.3</b> The student will use after-reading strategies appropriate to both the text and purpose for reading by summarizing, comparing, contrasting, synthesizing, drawing conclusions, and validating the purpose for reading.
25	A	<b>2.2.3</b> The student will revise and edit texts for clarity, completeness, and effectiveness.
26	J	<b>3.3.1</b> The student will edit texts for spelling, capitalization, and punctuation.
27	C	<b>3.1.4</b> The student will differentiate grammatically complete sentences from non-sentences.
28	H	<b>1.1.3</b> The student will use after-reading strategies appropriate to both the text and purpose for reading by summarizing, comparing, contrasting, synthesizing, drawing conclusions, and validating the purpose for reading.
29	C	<b>1.2.3</b> The student will explain the effectiveness of stylistic elements in a text that communicate an author's purpose.
30	J	<b>1.3.3</b> The student will identify features of language that create tone and voice.
31	A	<b>3.1.6</b> The student will compound various sentence elements—subjects, predicates, modifiers, phrases, and clauses—to link or contrast related ideas.

32	G	<b>3.3.1</b> The student will edit texts for spelling, capitalization, and punctuation.
33	C	<b>2.2.2</b> The student will select and organize ideas for specific audiences and purposes.
34	J	<b>1.1.1</b> The student will use pre-reading strategies appropriate to both the text and purpose for reading by surveying the text, accessing prior knowledge, formulating questions, setting purpose(s), and making predictions.
35	B	<b>1.3.5</b> The student will explain how common and universal experiences serve as the source of literary themes that cross time and cultures.
36	F	<b>1.2.1</b> The student will consider the contributions of plot, character, setting, conflict, and point of view when constructing the meaning of a text.
37	B	<b>1.1.2</b> The student will use during-reading strategies appropriate to both the text and purpose for reading by visualizing, making connections, and using fix-up strategies such as re-reading, questioning, and summarizing.
38	F	<b>3.1.3</b> The student will determine grammatical classification of words by using meaning, position, form, and function.
39	B	<b>1.2.2</b> The student will determine how the speaker, organization, sentence structure, word choice, tone, rhythm, and imagery reveal an author's purpose.
40	BCR	<b>1.1.4</b> The student will apply reading strategies when comparing, making connections, and drawing conclusions about non-print text.
41	C	<b>1.2.1</b> The student will consider the contributions of plot, character, setting, conflict, and point of view when constructing the meaning of a text.
42	H	<b>1.2.4</b> The student will identify and/or explain connections between and among themes and/or styles of two or more texts.
43	D	<b>3.1.6</b> The student will compound various sentence elements—subjects, predicates, modifiers, phrases, and clauses—to link or contrast related ideas.
44	H	<b>2.2.3</b> The student will revise and edit texts for clarity, completeness, and effectiveness.
45	D	<b>2.2.3</b> The student will revise and edit texts for clarity, completeness, and effectiveness.
46	F	<b>2.2.2</b> The student will select and organize ideas for specific audiences and purposes.
47	C	<b>3.3.1</b> The student will edit texts for spelling, capitalization, and punctuation.
48	G	<b>3.1.8</b> The student will expand sentences by positioning phrases and clauses to accomplish a purpose.

49	A	<b>2.3.3</b> The student will use a systematic process for recording and documenting information.
50	F	<b>3.3.2</b> The student will use available resources to correct or confirm revisions and/or editorial choices.

Student responses to Constructed Response items can be found in the scoring section of the mdk12.org site.

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How do we track when students have learned in grades 6-12?

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