

| Standards | | Search |
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| 2006 English Assessment | | |
| Answer Key | | |
| HSA Item Number | Answer | Indicators Assessed |
| 1 | ECR | 2.1.1 The student will compose to inform by using appropriate types of prose. |
| 2 | J | 2.2.3 The student will revise and edit texts for clarity, completeness, and effectiveness. |
| 3 | C | 3.1.8 The student will expand sentences by positioning phrases and clauses to accomplish a purpose. |
| 4 | J | 3.3.1 The student will edit texts for spelling, capitalization, and punctuation. |
| 5 | C | 3.1.4 The student will differentiate grammatically complete sentences from non-sentences. |
| 6 | J | 2.3.1 The student will identify sources of information on a self-selected and/or given topic and assess their appropriateness to accomplish a purpose. |
| 7 | B | 1.2.3 The student will explain the effectiveness of stylistic elements in a text that communicate an author's purpose. |
| 8 | J | 1.2.1 The student will consider the contributions of plot, character, setting, conflict, and point of view when constructing the meaning of a text. |
| 9 | B | 1.1.3 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. |
| 10 | F | 1.3.3 The student will identify features of language that create tone and voice. |
| 11 | B | 1.2.2 The student will determine how the speaker, organization, sentence structure, word choice, tone, rhythm, and imagery reveal an author's purpose. |
| 12 | H | 1.3.5 The student will explain how common and universal experiences serve as the source of literary themes that cross time and cultures. |
| 13 | D | 3.1.6 The student will compound various sentence elements—subjects, predicates, modifiers, phrases, and clauses—to link or contrast related ideas. |
| 14 | J | 1.1.2 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. |

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| 15 | C | 4.2.1 The student will assess the effectiveness of diction that reveals an author's purpose. |
| 16 | F | 1.2.2 The student will determine how the speaker, organization, sentence structure, word choice, tone, rhythm, and imagery reveal an author's purpose. |
| 17 | B | 3.1.3 The student will determine grammatical classification of words by using meaning, position, form, and function. |
| 18 | BCR | 1.2.1 The student will consider the contributions of plot, character, setting, conflict, and point of view when constructing the meaning of a text. |
| 19 | B | 1.1.3 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. |
| 20 | ECR | 2.1.4 The student will compose persuasive texts that support, modify, or refute a position and include effective rhetorical strategies. |
| 21 | D | 1.1.1 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. |
| 22 | H | 1.1.2 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. |
| 23 | B | 1.2.2 The student will determine how the speaker, organization, sentence structure, word choice, tone, rhythm, and imagery reveal an author's purpose. |
| 24 | F | 3.3.1 The student will edit texts for spelling, capitalization, and punctuation. |
| 25 | B | 3.1.4 The student will differentiate grammatically complete sentences from non-sentences. |
| 26 | G | 2.2.3 The student will revise and edit texts for clarity, completeness, and effectiveness. |
| 27 | D | 1.1.3 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. |
| 28 | F | 1.1.3 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 | D | 1.2.5 The student will extend or further develop meaning by explaining the implications of the text for the reader or contemporary society. |
| 30 | H | 1.2.2 The student will determine how the speaker, organization, |

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| | | sentence structure, word choice, tone, rhythm, and imagery reveal an author's purpose. |
| 31 | B | 3.1.6 The student will compound various sentence elements—subjects, predicates, modifiers, phrases, and clauses—to link or contrast related ideas. |
| 32 | H | 2.2.2 The student will select and organize ideas for specific audiences and purposes. |
| 33 | C | 3.3.1 The student will edit texts for spelling, capitalization, and punctuation. |
| 34 | F | 1.1.3 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. |
| 35 | D | 1.1.2 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. |
| 36 | G | 4.2.1 The student will assess the effectiveness of diction that reveals an author's purpose. |
| 37 | B | 3.2.2 The student will differentiate connotative from denotative meanings of words. |
| 38 | F | 3.1.6 The student will compound various sentence elements—subjects, predicates, modifiers, phrases, and clauses—to link or contrast related ideas. |
| 39 | C | 1.2.1 The student will consider the contributions of plot, character, setting, conflict, and point of view when constructing the meaning of a text. |
| 40 | J | 1.3.5 The student will explain how common and universal experiences serve as the source of literary themes that cross time and cultures. |
| 41 | D | 1.2.5 The student will extend or further develop meaning by explaining the implications of the text for the reader or contemporary society. |
| 42 | F | 3.1.3 The student will determine grammatical classification of words by using meaning, position, form, and function. |
| 43 | BCR | 1.1.4 The student will apply reading strategies when comparing, making connections, and drawing conclusions about non-print text. |
| 44 | G | 2.2.3 The student will revise and edit texts for clarity, completeness, and effectiveness. |
| 45 | C | 2.2.3 The student will revise and edit texts for clarity, completeness, and effectiveness. |
| 46 | F | 3.3.2 The student will use available resources to correct or confirm revisions and/or editorial choices. |

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| 47 | B | 2.3.3 The student will use a systematic process for recording and documenting information. |
| 48 | F | 3.1.6 The student will compound various sentence elements—subjects, predicates, modifiers, phrases, and clauses—to link or contrast related ideas. |
| 49 | C | 3.3.1 The student will edit texts for spelling, capitalization, and punctuation. |
| 50 | H | 2.3.1 The student will identify sources of information on a self-selected and/or given topic and assess their appropriateness to accomplish a purpose. |
| 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 test what students have learned in grades 9-12? | | Other assessments |