

Standards		Search
2007 English Assessment		
Answer key (for pdf)		
HSA Item Number	Answer	Indicators Assessed
1	ECR	2.1.1 The student will compose to inform by using appropriate types of prose.
2	G	2.2.2 The student will select and organize ideas for specific audiences and purposes.
3	D	2.2.5 The student will use suitable traditional and electronic resources to refine presentations and edit texts for effective and appropriate use of language and conventions.
4	F	3.1.8 The student will expand sentences by positioning phrases and clauses to accomplish a purpose.
5	D	3.3.1 The student will edit texts for spelling, capitalization, and punctuation.
6	G	3.1.4 The student will differentiate grammatically complete sentences from non-sentences.
7	A	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.
8	H	1.2.3 The student will explain the effectiveness of stylistic elements in a text that communicate an author's purpose.
9	C	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	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.
11	D	1.3.3 The student will identify features of language that create tone and voice.
12	H	3.1.3 The student will determine grammatical classification of words by using meaning, position, form, and function.
13	D	1.2.2 The student will determine how the speaker, organization, sentence structure, word choice, tone, rhythm, and imagery reveal an author's purpose.
14	G	1.1.4 The student will apply reading strategies when comparing, making connections, and drawing conclusions about non-print text.

15	A	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.
16	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.
17	A	1.2.2 The student will determine how the speaker, organization, sentence structure, word choice, tone, rhythm, and imagery reveal an author's purpose.
18	H	3.1.3 The student will determine grammatical classification of words by using meaning, position, form, and function.
19	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.
20	ECR	2.1.4 The student will compose persuasive texts that support, modify, or refute a position and include effective rhetorical strategies.
21	C	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.
22	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.
23	C	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	2.2.3 The student will revise and edit texts for clarity, completeness, and effectiveness.
25	C	3.3.1 The student will edit texts for spelling, capitalization, and punctuation.
26	G	3.1.4 The student will differentiate grammatically complete sentences from non-sentences.
27	A	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.
28	G	1.2.3 The student will explain the effectiveness of stylistic elements in a text that communicate an author's purpose.
29	B	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	J	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.

31	D	3.1.3 The student will determine grammatical classification of words by using meaning, position, form, and function.
32	F	3.3.1 The student will edit texts for spelling, capitalization, and punctuation.
33	C	2.2.2 The student will select and organize ideas for specific audiences and purposes.
34	G	1.2.5 The student will extend or further develop meaning by explaining the implications of the text for the reader or contemporary society.
35	C	3.2.2 The student will differentiate connotative from denotative meanings of words.
36	H	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.
37	A	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.
38	H	4.2.1 The student will assess the effectiveness of diction that reveals an author's purpose.
39	A	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.
40	F	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	A	3.1.3 The student will determine grammatical classification of words by using meaning, position, form, and function.
42	G	3.1.6 The student will compound various sentence elements—subjects, predicates, modifiers, phrases, and clauses—to link or contrast related ideas.
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	A	2.2.3 The student will revise and edit texts for clarity, completeness, and effectiveness.
46	H	2.2.3 The student will revise and edit texts for clarity, completeness, and effectiveness.
47	B	3.3.1 The student will edit texts for spelling, capitalization, and punctuation.
48	F	3.3.2 The student will use available resources to correct or

		confirm revisions and/or editorial choices.
49	D	3.1.6 The student will compound various sentence elements—subjects, predicates, modifiers, phrases, and clauses—to link or contrast related ideas.
50	H	2.3.3 The student will use a systematic process for recording and documenting information.
Student responses to Constructed Response items can be found in the scoring section of the mdk12.org site.		
How do we test what students have learned in grades 9-12?		Other assessments