

School Exam Report

11th Grade Testing Out Assessment Part 3 (Literary Analysis)

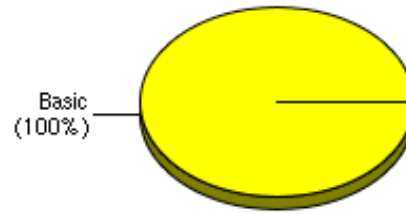
School Name	
Test Date	Apr 21st, 2009

Standard/Cluster	3 Students	Average
	CE 2.1.7 (9,10,11,12)	44.44%
CE 3.1.9 (9,10,11,12)	55.56%	55.56%
CE 3.1.2 (9,10,11,12)	100%	100%
CE 3.1.1 (9,10,11,12)	76.19%	76.19%
CE 2.1.3 (9,10,11,12)	91.67%	91.67%
CE 3.1.4 (9,10,11,12)	66.67%	66.67%
CE 2.2.1 (9,10,11,12)	62.22%	62.22%
CE 2.2.3 (9,10,11,12)	33.33%	33.33%
CE 2.1.4 (9,10,11,12)	83.33%	83.33%
CE 2.1.2 (9,10,11,12)	50%	50%
CE 3.2.2 (9,10,11,12)	100%	100%
CE 3.1.3 (9,10,11,12)	33.33%	33.33%
CE 3.1.8 (9,10,11,12)	50%	50%
CE 1.3.4 (9,10,11,12)	50%	50%
CE 1.3.2 (9,10,11,12)	61.11%	61.11%
CE 1.4.3 (9,10,11,12)	55.56%	55.56%
CE 1.3.3 (9,10,11,12)	63.89%	63.89%
CE 1.4.5 (9,10,11,12)	69.44%	69.44%
CE 4.1.4 (9,10,11,12)	59.26%	59.26%
CE 4.1.5 (9,10,11,12)	69.44%	69.44%
CE 1.1.4 (9,10,11,12)	44.44%	44.44%
CE 4.1.1 (9,10,11,12)	72.22%	72.22%
Multiple Choice	67.57%	67.57%
Essay Rubric Score	59.92%	59.92%
Class Average	62.26%	62.26%

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Performance Level	# Students	% Students
Advanced	0	0
Proficient	0	0
Basic	3	100
Below Basic	0	0
Far Below Basic	0	0
Total	3	100%



Standards/Clusters Tested		
Standard/Cluster	Description	# Items
CE 2.1.7 (9,10,11,12)	Develop critical reading, listening, and viewing strategies.,Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.	3
CE 3.1.9 (9,10,11,12)	Develop the skills of close and contextual literary reading.,Analyze how the tensions among characters, communities, themes, and issues in literature and other texts reflect human experience.	3
CE 3.1.2 (9,10,11,12)	Develop the skills of close and contextual literary reading.,Demonstrate an understanding of literary characterization, character development, the function of major and minor characters, motives and causes for action, and moral dilemmas that characters encounter by describing their function in specific works.	1
CE 3.1.1 (9,10,11,12)	Develop the skills of close and contextual literary reading.,Interpret literary language (e.g., imagery, allusions, symbolism, metaphor) while reading literary and expository works.	7
CE 2.1.3 (9,10,11,12)	Develop critical reading, listening, and viewing strategies.,Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.	4
CE 3.1.4 (9,10,11,12)	Develop the skills of close and contextual literary reading.,Analyze characteristics of specific works and authors (e.g., voice, mood, time sequence, author vs. narrator, stated vs. implied author, intended audience and purpose, irony, parody, satire, propaganda, use of archetypes and symbols) and identify basic beliefs, perspectives, and philosophical assumptions underlying an author's work.	4
CE 2.2.1 (9,10,11,12)	Use a variety of reading, listening, and viewing strategies to construct meaning beyond the literal level (e.g., drawing inferences; confirming and correcting; making comparisons, connections, and generalizations; and drawing conclusions).,Recognize literary and persuasive strategies as ways by which authors convey ideas and readers make meaning (e.g., imagery, irony, satire, parody, propaganda, overstatement/understatement, omission, and multiple points of view).	4
CE 2.2.3 (9,10,11,12)	Use a variety of reading, listening, and viewing strategies to construct meaning beyond the literal level (e.g., drawing inferences; confirming and correcting; making comparisons, connections, and generalizations; and drawing conclusions).,Interpret the meaning of written, spoken, and visual texts by drawing on different cultural, theoretical, and critical perspectives.	1
CE 2.1.4 (9,10,11,12)	Develop critical reading, listening, and viewing strategies.,Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.	2
CE 2.1.2 (9,10,11,12)	Develop critical reading, listening, and viewing strategies.,Make supported inferences and draw conclusions based on informational print and multimedia features (e.g., prefaces, appendices, marginal notes, illustrations, bibliographies, author's pages, footnotes, diagrams, tables, charts, maps, timelines, graphs, and other visual and special effects) and explain how authors and speakers use them to infer the organization of text and enhance understanding, convey meaning, and inspire or mislead audiences.	4
CE 3.2.2 (9,10,11,12)	Read and respond to classic and contemporary fiction, literary nonfiction, and expository text, from a variety of literary genres representing many time periods and authors (e.g., myth, epic, folklore, drama, poetry, autobiography, novels, short stories, philosophical pieces, science fiction, fantasy, young adult literature, creative non-fiction, hypertext fiction).,Identify different types of poetry (e.g., epic, lyric, sonnet, free verse) and explain how specific features (e.g., figurative language, imagery, rhythm, alliteration, etc.) influence meaning.	1
CE 3.1.3 (9,10,11,12)	Develop the skills of close and contextual literary reading.,Recognize a variety of plot structures and elements (e.g., story within a story, rising action, foreshadowing, flash backs, cause-and-effect relationships, conflicts, resolutions) and describe their impact on the reader in specific literary works.	2
CE 3.1.8 (9,10,11,12)	Develop the skills of close and contextual literary reading.,Demonstrate an understanding of historical, political, cultural, and philosophical themes and questions raised by literary and expository works.	2
CE 1.3.4 (9,10,11,12)	Communicate in speech, writing, and multimedia using content, form, voice, and style appropriate to the audience and purpose (e.g., to reflect, persuade, inform, analyze, entertain, inspire).,Develop and extend a thesis, argument, or exploration of a topic by analyzing differing perspectives and employing a structure that effectively conveys the ideas in writing (e.g. resolve inconsistencies in logic; use a range of strategies to persuade, clarify, and defend a position with precise and relevant evidence; anticipate and address concerns and counterclaims; provide a clear and effective conclusion).	2

Standard/Cluster	Description	# Items
CE 1.3.2 (9,10,11,12)	Communicate in speech, writing, and multimedia using content, form, voice, and style appropriate to the audience and purpose (e.g., to reflect, persuade, inform, analyze, entertain, inspire). Compose written and spoken essays or work-related text that demonstrate logical thinking and the development of ideas for academic, creative, and personal purposes: essays that convey the author's message by using an engaging introduction (with a clear thesis as appropriate), well-constructed paragraphs, transition sentences, and a powerful conclusion.	2
CE 1.4.3 (9,10,11,12)	Develop and use the tools and practices of inquiry and research—generating, exploring, and refining important questions; creating a hypothesis or thesis; gathering and studying evidence; drawing conclusions; and composing a report. Develop and refine a position, claim, thesis, or hypothesis that will be explored and supported by analyzing different perspectives, resolving inconsistencies, and writing about those differences in a structure appropriate for the audience (e.g., argumentative essay that avoids inconsistencies in logic and develops a single thesis; exploratory essay that explains differences and similarities and raises additional questions).	1
CE 1.3.3 (9,10,11,12)	Communicate in speech, writing, and multimedia using content, form, voice, and style appropriate to the audience and purpose (e.g., to reflect, persuade, inform, analyze, entertain, inspire). Compose essays with well-crafted and varied sentences demonstrating a precise, flexible, and creative use of language.	2
CE 1.4.5 (9,10,11,12)	Develop and use the tools and practices of inquiry and research—generating, exploring, and refining important questions; creating a hypothesis or thesis; gathering and studying evidence; drawing conclusions; and composing a report. Develop organizational structures appropriate to the purpose and message, and use transitions that produce a sequential or logical flow of ideas.	2
CE 4.1.4 (9,10,11,12)	Understand and use the English language effectively in a variety of contexts and settings. Control standard English structures in a variety of contexts (e.g., formal speaking, academic prose, business, and public writing) using language carefully and precisely.	2
CE 4.1.5 (9,10,11,12)	Understand and use the English language effectively in a variety of contexts and settings. Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.	2
CE 1.1.4 (9,10,11,12)	Understand and practice writing as a recursive process. Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve another purpose, while simultaneously considering the constraints and possibilities (e.g., structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre.	1
CE 4.1.1 (9,10,11,12)	Understand and use the English language effectively in a variety of contexts and settings. Use sentence structures and vocabulary effectively within different modes (oral and written, formal and informal) and for various rhetorical purposes.	1
Multiple Choice		37
Essay Rubric Score		8

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11th Grade Testing Out Assessment Part 3 (Literary Analysis)

Question	Point	Standard/Cluster	A	B	C	D	1	2	3	4	5	6	NR	Corr	Incorrect
MC1	1	CE 2.1.7 (9,10,11,12), Multiple Choice		2*	1									2	1
MC2	1	CE 3.1.9 (9,10,11,12), Multiple Choice	3*											3	
MC3	1	CE 3.1.2 (9,10,11,12), Multiple Choice			3*									3	
MC4	1	CE 3.1.1 (9,10,11,12), Multiple Choice			3*									3	
MC5	1	CE 2.1.3 (9,10,11,12), Multiple Choice		3*										3	
MC6	1	CE 3.1.9 (9,10,11,12), Multiple Choice	2	1*										1	2
MC7	1	CE 3.1.4 (9,10,11,12), Multiple Choice		1		2*								2	1
MC8	1	CE 2.2.1 (9,10,11,12), Multiple Choice	2*			1								2	1
MC9	1	CE 2.2.3 (9,10,11,12), Multiple Choice	1*	2										1	2
MC10	1	CE 2.1.3 (9,10,11,12), Multiple Choice			3*									3	
MC11	1	CE 2.1.4 (9,10,11,12), Multiple Choice		3*										3	
MC12	1	CE 3.1.1 (9,10,11,12), Multiple Choice		2*	1									2	1
MC13	1	CE 2.1.4 (9,10,11,12), Multiple Choice			1	2*								2	1
MC14	1	CE 3.1.1 (9,10,11,12), Multiple Choice	1	2*										2	1
MC15	1	CE 3.1.1 (9,10,11,12), Multiple Choice			3*									3	
MC16	1	CE 2.1.2 (9,10,11,12), Multiple Choice	2*			1								2	1
MC17	1	CE 2.1.2 (9,10,11,12), Multiple Choice	1*		1	1								1	2
MC18	1	CE 3.2.2 (9,10,11,12), Multiple Choice		3*										3	
MC19	1	CE 3.1.4 (9,10,11,12), Multiple Choice		3*										3	
MC20	1	CE 3.1.9 (9,10,11,12), Multiple Choice	1*	1	1									1	2
MC21	1	CE 3.1.3 (9,10,11,12), Multiple Choice	1		1	1*								1	2
MC22	1	CE 3.1.1 (9,10,11,12), Multiple Choice	2		1*									1	2
MC23	1	CE 3.1.8 (9,10,11,12), Multiple Choice	3*											3	
MC24	1	CE 3.1.4 (9,10,11,12), Multiple Choice		1*		2								1	2
MC25	1	CE 3.1.8 (9,10,11,12), Multiple Choice	3	*											3
MC26	1	CE 3.1.3 (9,10,11,12), Multiple Choice	1*	1	1									1	2
MC27	1	CE 3.1.4 (9,10,11,12), Multiple Choice			1	2*								2	1
MC28	1	CE 2.1.2 (9,10,11,12), Multiple Choice	1	1	1*									1	2
MC29	1	CE 2.1.7 (9,10,11,12), Multiple Choice		1		2*								2	1
MC30	1	CE 2.1.2 (9,10,11,12), Multiple Choice		2*		1								2	1
MC31	1	CE 2.1.3 (9,10,11,12), Multiple Choice			3*									3	
MC32	1	CE 2.2.1 (9,10,11,12), Multiple Choice		3*										3	
MC33	1	CE 3.1.1 (9,10,11,12), Multiple Choice	3*											3	
MC34	1	CE 2.2.1 (9,10,11,12), Multiple Choice		3*										3	
MC35	1	CE 3.1.1 (9,10,11,12), Multiple Choice	2*			1								2	1
MC36	1	CE 2.1.3 (9,10,11,12), Multiple Choice	2*		1									2	1
MC37	1	CE 2.1.7 (9,10,11,12), Multiple Choice	2	*		1									3
Position ER	12	CE 1.3.4 (9,10,11,12), CE 2.2.1 (9,10,11,12), Essay Rubric Score						1		2		*			3
Complexity ER	12	CE 1.3.2 (9,10,11,12), CE 1.4.3 (9,10,11,12), Essay Rubric Score						1	1		1	*			3
Organization ER	12	CE 1.3.3 (9,10,11,12), CE 1.4.5 (9,10,11,12), Essay Rubric Score								2	1	*			3
Language ER	6	CE 4.1.4 (9,10,11,12), CE 4.1.5 (9,10,11,12), Essay Rubric Score							1	1	1	*			3
Content/Ideas LA	12	CE 1.1.4 (9,10,11,12), CE 1.3.4 (9,10,11,12), Essay Rubric Score						1	2			*			3
Style and Voice LA	12	CE 1.3.3 (9,10,11,12), CE 4.1.4 (9,10,11,12), Essay Rubric Score							2	1		*			3
Organization LA	12	CE 1.3.2 (9,10,11,12), CE 1.4.5 (9,10,11,12), Essay Rubric Score								3		*			3

Question	Point	Standard/Cluster	A	B	C	D	1	2	3	4	5	6	NR	Corr	Incorrect
Conventions LA	6	CE 4.1.1 (9,10,11,12), CE 4.1.5 (9,10,11,12), Essay Rubric Score								2	1	*			3

Percent Correct
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