

Kentucky Alternate Assessment



Kentucky Academic Standards Alternate Assessment Targets

Grade 11 Writing

Kentucky Academic Standards Purpose: [KY Standards.Org](http://KYStandards.org)

The *Kentucky Academic Standards (KAS)* Grades Primary-12 help ensure that all students across the commonwealth are focusing on a common set of standards and have opportunities to learn at a high level. This site provides administrators, teachers, parents, and other stakeholders in local districts with a basis for establishing and/or revising their curricula (for additional guidance, see [Kentucky Model Curriculum Framework](#)).

The instructional program should emphasize the development of students’ abilities to acquire and apply the standards and assure appropriate accommodations are made for the diverse populations of students found within Kentucky schools. The resources found in this site specifies only the content for the required credits for high school graduation (program completion) and primary, intermediate, and middle-level programs leading up to these requirements. Schools and school districts are charged with identifying the content for elective courses and designing instructional programs for all areas.

The purpose of the Kentucky Academic Standards is to outline the minimum content knowledge required for all students before graduating or exiting Kentucky public high schools. Kentucky schools and districts are responsible for coordinating curricula across grade levels and among schools within districts. A coordinated curricular approach ensures that all students have opportunities to achieve Kentucky’s Learning Goals and Academic Expectations.

Multidimensionality:

The Reading, Composition and Language Standards consist of multiple dimensions or layers. The skills and content provide the “what” to help students access concrete and abstract “thinking” needed to practice the “doing” of reading and composing within the discipline. The previous literacy standards document lacked a focused dimensional approach; as a result, the perceived depth of a standard may have been limited to comprehension due to interpretation or deconstruction of opaque wording. By specifying the 3 dimensions separately, this standards document better communicates the intent of each standard so that local instruction and assessment will align to the intended depth. In planning and instruction, teachers will need to know when to utilize the interdependence of a text’s level of comprehension and analysis to develop the students’ skills and knowledge to become independent and proficient thinkers.

Alternate Assessment Targets: (not a standard)

An Alternate Assessment Target represents limits to a selected Kentucky Academic Standard. An Alternate Assessment Target may reduce parts of the standard with specific guidance to what an assessment item could represent. Not all Kentucky Academic Standards selected for assessments will have an Alternate Assessment Target and may display the language: *“No limitations. All parts of the Kentucky Academic Standard are eligible to be included as an assessment item.”* This would mean that the entire standard in its original form is reduced in depth and breadth and is eligible in its entirety to be used in the development of assessment items.

Grade 11 Writing Kentucky Academic Standards Assessed by Window

Window	Standard * (see below)
1	L.11-12.1
1	L.11-12.2
1	L.11-12.3
1	L.11-12.4
1	L.11-12.5

Window	Standard * (see below)
2	C.11-12.1 (Argumentative)

* In writing, language and editing mechanics will occur during Window 1 testing and on-demand will occur during Window 2 testing.

Writing – Grade 11

DOMAIN		Multidimensionality	
On-Demand		Multidimensionality	
<p>Argumentative</p> <p>Test Window 2</p>	<p>C.11-12.1</p>	<p>Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</p> <p>b. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.</p> <p>c. Develop claim(s) and opposing claims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values and possible biases.</p> <p>d. Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence and between claim(s) and opposing claims.</p>	<p><i>Green (italic) = Comprehension</i> Purple (bold) = Analysis MAROON (CAPS) = CONTENT</p> <p>Compose ARGUMENTS to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Produce clear and coherent writing in which the development, organization and style <i>are appropriate to task, purpose and audience.</i></p> <p>b. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.</p> <p>c. Develop claim(s) and opposing claims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values and possible biases.</p> <p><i>d. Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create cohesion and</i></p>

- e. Establish and maintain a task appropriate writing style.
- f. Provide a concluding statement or section that follows from and supports the argument presented.
- g. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Alternate Assessment Target:

- a. No further limitations*
- b. Limit to distinguish the claim(s) from alternate or opposing claims and create an organization that logically sequences claim(s), counterclaims, reasons and evidence No further limitations*
- c. Limit to develop claim(s) and opposing claims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both*
- d. No further limitations*
- e. Excluded from assessment*
- f. No further limitations*
- g. No further limitations*

clarify the relationships between claim(s) and reasons, between reasons and evidence and between claim(s) and opposing claims.

- e. Establish and maintain a task appropriate writing style.**
- f. Provide a concluding statement or section that follows from and supports the argument presented.**
- g. Develop and strengthen writing as needed by planning, revising, *editing*, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.**

LANGUAGE: Conventions of Standard English			Multidimensionality
Test Window 1	L.11-12.1	<p>In both written and oral expression:</p> <p>a. Demonstrate the understanding that usage is a matter of convention, can change over time and may be contested.</p> <p>b. Resolve issues of complex or contested usage, consulting references as needed.</p> <p><i>Alternate Assessment Target: No limitations, all parts of the Kentucky Academic Standard are eligible to be included as an assessment item.</i></p>	<p><i>Green (italic) = Comprehension</i> Purple (bold) = Analysis MAROON (CAPS) = CONTENT</p> <p>In both written and oral expression:</p> <p>a. <i>Demonstrate the understanding that usage is a matter of convention, can change over time, and may be contested.</i></p> <p>b. Resolve issues of complex or contested usage, <i>consulting references as needed.</i></p>
Test Window 1	L.11-12.2	<p>When writing:</p> <p>a. Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.</p> <p><i>Alternate Assessment Target: No limitations, all parts of the Kentucky Academic Standard are eligible to be included as an assessment item.</i></p>	<p><i>Green (italic) = Comprehension</i> Purple (bold) = Analysis MAROON (CAPS) = CONTENT</p> <p>When writing:</p> <p>a. <i>Demonstrate command of the</i> CONVENTIONS OF STANDARD ENGLISH CAPITALIZATION, PUNCTUATION AND SPELLING.</p>

Language Knowledge of Language & Vocabulary Acquisition & Use		Multidimensionality
Test Window 1	<p>L.11-12.3</p> <p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.</p> <p>a. Apply an understanding of syntax to the study of complex texts when reading.</p> <p>b. Vary syntax for effect in writing and speaking, consulting references for guidance as needed.</p> <p><i>Alternate Assessment Target: No limitations, all parts of the Kentucky Academic Standard are eligible to be included as an assessment item.</i></p>	<p><i>Green (italic) = Comprehension</i> Purple (bold) = Analysis MAROON (CAPS) = CONTENT</p> <p><i>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.</i></p> <p>a. Apply an understanding of syntax to the study of complex texts when reading.</p> <p>b. Vary syntax for effect in writing and speaking, <i>consulting references for guidance as needed.</i></p>
Test Window 1	<p>L.11-12.4</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and content, choosing flexibly from an array of strategies</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.</p> <p>c. Consult general and specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>	<p><i>Green (italic) = Comprehension</i> Purple (bold) = Analysis MAROON (CAPS) = CONTENT</p> <p><i>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content,</i> choosing flexibly from an array of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p>

		<p>d. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level: demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>Alternate Assessment Target:</p> <ul style="list-style-type: none"> a. <i>No further limitations</i> b. <i>Excluded from assessment</i> c. <i>Excluded from assessment</i> d. <i>Limit to use accurately general academic and domain-specific words and phrases</i> 	<p><i>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.</i></p> <p><i>c. Consult general and specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</i></p> <p>d. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
<p>Test Window 1</p>	L.11-12.5	<p>Demonstrate understanding of, figurative language, word relationships and nuances in word meanings.</p> <p>a. Interpret figures of speech in context, including but not limited to hyperbole and paradox, and analyze their function in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p> <p>Alternate Assessment Target:</p> <ul style="list-style-type: none"> a. <i>Limit to hyperbole</i> b. <i>Excluded from assessment</i> 	<p><i>Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT</i></p> <p>Demonstrate understanding of, figurative language, word relationships and nuances in word meanings.</p> <p>a. Interpret FIGURES OF SPEECH in context, including but not limited to HYPERBOLE and PARADOX, and analyze their rhetorical function in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>

CONTACTS/RESOURCES

[Kentucky Academic Standards for Reading and Writing](#)

Kentucky Department of Education

TITLE	CONTACT
Assessment and Accountability	Kevin O’Hair
Special Education/Specially Designed Instruction/Participation	Tania Sharp
Reading/Writing Consultants	standards@education.ky.gov

Special Education Low Incidence Consultants

REGIONAL COOPERATIVE	CONTACT
Central Kentucky Educational Cooperative (CKEC)	Sally Miracle
Greater Louisville Education Cooperative (GLEC)	Katie Cooper
Green River Regional Educational Cooperative (GRREC)	Deb Myers Therese Vali
Kentucky Educational Development Corporation (KEDC)	Mandy Carter
Kentucky Valley Educational Cooperative (KVEC)	Cheryl Mathis
Northern Kentucky Cooperative for Educational Services (NKCES)	Laura Clarke
Ohio Valley Educational Cooperative (OVEC)	Amanda Bruce
Southeast/Southcentral Education Cooperative (SE/SC)	Annie Conner
West Kentucky Educational Cooperative (WKEC)	Sherida Gentry Laura Miller

TEST DEVELOPMENT	CONTACT
University of Kentucky	Jacqueline Norman Karen Guettler