

SBAC Grade 11 ELA

CCSS ELA GRADE 11-12	CCSS Unpacked	SBAC Assessment Targets	SBAC Student Evidence Summary	Item Examples
RL.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	<ol style="list-style-type: none"> 1. Determine at least two themes or central ideas of a text. 2. Describe how the themes or central ideas develop over the course of the text. 3. Describe how the themes or central ideas interact and build on one another over the course of a text. 4. Provide an objective summary of the text. 	CLAIM 1: T2,T4	<p>RL.2. Summary: When reading literary texts, students:</p> <ol style="list-style-type: none"> 1. Summarize central themes/ideas. 2. Evaluate how the author develops themes. <p>Level 3 responses adequately summarize and analyze. Level 4 responses are thorough and insightful.</p>	CR (Constructed response)

SBAC Assessment Targets	SBAC Student Evidence	Item Examples
Target 2. CENTRAL IDEAS: Summarize central ideas/key events using key relevant details.	When reading literary texts, students: <ol style="list-style-type: none"> 1. Summarize one or more central themes or ideas in the text. OR <ol style="list-style-type: none"> 2. Summarize what happens in a text, identifying key text elements and events in the order in which they occurred. 	<ol style="list-style-type: none"> 1. CR: Students summarize a central theme using evidence from the text as support. 2. CR: Students provide a plot summary of the text. Responses should identify the main characters and setting and describe key events from the story in chronological order without including extraneous information.
Target 4. REASONING & EVALUATION: Apply reasoning and a range of textual evidence to justify inferences or judgments made (development of universal themes, characters, and impact of point of view or discourse style [e.g., dramatic irony, humor, satire, understatement] on plot/subplot development).	<ol style="list-style-type: none"> 1. Students evaluate how the author develops: <ul style="list-style-type: none"> • themes • characters • and plot 2. How the author uses: <ul style="list-style-type: none"> • point of view • setting • and style, 3. Students cite specific evidence from the text to: <ul style="list-style-type: none"> • support their own inferences and conclusions about how these elements relate to each other • how the elements affect the overall meaning of the text. 	<ol style="list-style-type: none"> 1. CR: (DOK 3) – Students make an inference or draw a conclusion about how the author develops the theme. Response uses relevant text evidence as support. 2. CR: (DOK 3) – Students analyze how point of view impacts the development of the plot. Response uses relevant text evidence as support. 3. CR: (DOK 3) Students explain how changing one element of the story, such as the setting, would affect other elements. Response uses relevant text evidence as support. 4. CR: (DOK 3) – Students analyze the author’s choices regarding character development. Response uses relevant text evidence as support.