

**GSE in 11th and 12th ELA
Assessment Examples**

Reading Literature	Reading Informational	Writing	Speaking & Listening	Language
ELAGSE11-12RL1	ELAGSE11-12RI1	ELAGSE11-12W1	ELAGSE11-12SL1	ELAGSE11-12L1
ELAGSE11-12RL2	ELAGSE11-12RI2	ELAGSE11-12W1a	ELAGSE11-12SL1a	ELAGSE11-12L1a
ELAGSE11-12RL3	ELAGSE11-12RI3	ELAGSE11-12W1b	ELAGSE11-12SL1b	ELAGSE11-12L1b
ELAGSE11-12RL4	ELAGSE11-12RI4	ELAGSE11-12W1c	ELAGSE11-12SL1c	ELAGSE11-12L2
ELAGSE11-12RL5	ELAGSE11-12RI5	ELAGSE11-12W1d	ELAGSE11-12SL1d	ELAGSE11-12L2a
ELAGSE11-12RL6	ELAGSE11-12RI6	ELAGSE11-12W1e	ELAGSE11-12SL2	ELAGSE11-12L2b
ELAGSE11-12RL7	ELAGSE11-12RI7	ELAGSE11-12W2	ELAGSE11-12SL3	ELAGSE11-12L2c
	ELAGSE11-12RI8	ELAGSE11-12W2a	ELAGSE11-12SL4	ELAGSE11-12L3
ELAGSE11-12RL9	ELAGSE11-12RI9	ELAGSE11-12W2b	ELAGSE11-12SL5	ELAGSE11-12L3a
ELAGSE11-12RL10	ELAGSE11-12RI10	ELAGSE11-12W2c	ELAGSE11-12SL6	ELAGSE11-12L4
		ELAGSE11-12W2d		ELAGSE11-12L4a
		ELAGSE11-12W2e		ELAGSE11-12L4b
		ELAGSE11-12W2f		ELAGSE11-12L4c
		ELAGSE11-12W3		ELAGSE11-12L4d
		ELAGSE11-12W3a		ELAGSE11-12L5
		ELAGSE11-12W3b		ELAGSE11-12L5a
		ELAGSE11-12W3c		ELAGSE11-12L5b
		ELAGSE11-12W3d		ELAGSE11-12L6
		ELAGSE11-12W3e		
		ELAGSE11-12W4		
		ELAGSE11-12W5		
		ELAGSE11-12W6		
		ELAGSE11-12W7		
		ELAGSE11-12W8		
		ELAGSE11-12W9		
		ELAGSE11-12W10		

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Reading Literature	
Standard	Example
<p>**Use the following passage from literature for the RL standards unless otherwise noted.</p> <p style="text-align: center;">from <i>The Awakening</i> by: Kate Chopin</p> <p>It was eleven o'clock that night when Mr. Pontellier returned from Klein's hotel. He was in an excellent humor, in high spirits, and very talkative. His entrance awoke his wife, who was in bed and fast asleep when he came in. He talked to her while he undressed, telling her anecdotes and bits of news and gossip that he had gathered during the day. From his trousers pockets he took a fistful of crumpled bank notes and a good deal of silver coin, which he piled on the bureau indiscriminately with keys, knife, handkerchief, and whatever else happened to be in his pockets. She was overcome with sleep, and answered him with little half utterances.</p> <p>He thought it very discouraging that his wife, who was the sole object of his existence, evinced¹ so little interest in things which concerned him, and valued so little his conversation.</p> <p>Mr. Pontellier had forgotten the bonbons and peanuts for the boys. Notwithstanding he loved them very much, and went into the adjoining room where they slept to take a look at them and make sure that they were resting comfortably. The result of his investigation was far from satisfactory. He turned and shifted the youngsters about in bed. One of them began to kick and talk about a basket full of crabs.</p> <p>Mr. Pontellier returned to his wife with information that Raoul had a high fever and needed looking after. Then he lit a cigar and went and sat near the open door to smoke it.</p> <p>Mrs. Pontellier was quite sure Raoul had no fever. He had gone to bed perfectly well, she said, and nothing had ailed him all day. Mr. Pontellier was too well acquainted with fever symptoms to be mistaken. He assured her the child was consuming² at that moment in the next room.</p> <p>He reproached his wife with her inattention, her habitual neglect of the children. If it was not a mother's place to look after children, whose on earth was it? He himself had his hands full with his brokerage business. He could not be in two places at once; making a living for his family on the street, and staying at home to see that no harm befell them. He talked in a monotonous, insistent way.</p> <p>Mrs. Pontellier sprang out of bed and went into the next room. She soon came back and sat on the edge of the bed, leaning her head down on the pillow. She said nothing, and refused to answer her husband when he questioned her. When his cigar was smoked out he went to bed, and in half a minute he was fast asleep.</p> <p>Mrs. Pontellier was by that time thoroughly awake. She began to cry a little, and wiped her eyes on the sleeve of her peignoir.³ Blowing out the candle, which her husband had left burning, she slipped her bare feet into a pair of satin mules at the foot of the bed and went out on the porch, where she sat down in the wicker chair and began to rock gently to and fro.</p> <p>It was then past midnight. The cottages were all dark. A single faint light gleamed out from the hallway of the house. There was no sound abroad except the hooting of an old owl in the top of a water-oak, and the everlasting voice of the sea, that was not uplifted at that soft hour. It broke like a mournful lullaby upon the night.</p> <p>The tears came so fast to Mrs. Pontellier's eyes that the damp sleeve of her peignoir no longer served to dry them. She was holding the back of her chair with one hand; her loose sleeve had slipped almost to the shoulder of her uplifted arm. Turning, she thrust her face, steaming and wet, into the bend of her arm, and she went on crying there, not caring any longer to dry her face, her eyes, her arms. She could not have told why she was crying. Such experiences as the foregoing were not uncommon in her married life. They seemed never before to have weighed much against the abundance of her husband's kindness and a uniform devotion which had come to be tacit⁴ and self-understood.</p> <p>An indescribable oppression, which seemed to generate in some unfamiliar part of her consciousness, filled her whole being with a vague anguish. It was like a shadow, like a mist passing across her soul's summer day. It was strange and unfamiliar; it was a mood. She did not sit there inwardly upbraiding⁵ her husband, lamenting at Fate, which had directed her footsteps to the path which they had taken. She was just having a good cry all to herself. The mosquitoes made merry over her, biting her firm, round arms and nipping at her bare insteps.</p> <p>The little stinging, buzzing imps succeeded in dispelling a mood which might have held her there in the darkness half a night longer.</p> <p>The following morning Mr. Pontellier was up in good time to take the rockaway which was to convey him to the steamer at the wharf. He was returning to the city to his business, and they would not see him again at the Island till the coming Saturday. He had regained his composure, which seemed to have been somewhat impaired the night before. He was eager to be gone, as he looked forward to a lively week in Carondelet Street.</p> <p>Mr. Pontellier gave his wife half of the money which he had brought away from Klein's hotel the evening before. She liked money as well as most women, and accepted it with no little satisfaction. ...</p>	

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A few days later a box arrived for Mrs. Pontellier from New Orleans. It was from her husband. It was filled with friandises⁶, with luscious and toothsome⁷ bits—the finest of fruits, pates, a rare bottle or two, delicious syrups, and bonbons in abundance.

Mrs. Pontellier was always very generous with the contents of such a box; she was quite used to receiving them when away from home. The pates and fruit were brought to the dining-room; the bonbons were passed around. And the ladies, selecting with dainty and discriminating fingers and a little greedily, all declared that Mr. Pontellier was the best husband in the world. Mrs. Pontellier was forced to admit that she knew of none better.

1 evinced — clearly showed

2 consuming — wasting away

3 peignoir — dressing gown

4 tacit — not actually stated

5 upbraiding — severely scolding

6 friandises—dainty cakes

7 toothsome—delicious

ELAGSE11-12RL1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

****Read the following lines from paragraph 10.**

She could not have told why she was crying. Such experiences as the foregoing were not uncommon in her married life. They seemed never before to have weighed much against the abundance of her husband's kindness and a uniform devotion which had come to be tacit⁴ and self-understood.

These lines demonstrate Mrs. Pontellier's desire to

- A. protect her reputation
- B. question her situation
- C. abandon her dreams
- D. disguise her sorrow

ANSWER: B

ELAGSE11-12RL2: Determine two or more themes or central ideas of 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.

****Paragraphs 14 and 15 contradict a central idea in the text by describing Mr. Pontellier's**

- A. generosity
- B. honesty
- C. humility
- D. sympathy

ANSWER: A

ELAGSE11-12RL3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

****The primary purpose of the first paragraph is to**

- A. create a metaphor
- B. foreshadow an event
- C. establish a contrast
- D. present a flashback

ANSWER: C

****Placed in the context of the rest of the text, Mr. Mrs. Pontellier's disagreement about Raoul's fever (paragraphs 4-6) reflects**

- A. Mr. Pontellier's concern for his wife's well-being
- B. Mr. Pontellier's belief in his authority over his wife
- C. Mrs. Pontellier's need for her husband's approval
- D. Mrs. Pontellier's resentment of her husband's night out

ANSWER: B

****In paragraph 6, the author presents Mr. Pontellier as a man who feels**

- A. anxious
- B. arrogant
- C. defeated
- D. distracted

ANSWER: B

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	<p>This item does not relate to the passage above. Read the following sentences. <i>Mr. Toony spent most of his days hunched over a pile of books, mostly literary and nonfiction texts. He avoided his neighbors and waylaid any attempts of friendship.</i> In these sentences, the author reveals Mr. Toony’s character through what: A. the character says. B. the character does. C. other characters say about him. D. other characters think about him. ANSWER: B</p>
<p>ELAGSE11-12RL4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p>	<p>**The author’s choice of language in paragraphs 8 and 9 serves to emphasize Mrs. Pontellier’s sense of A. boredom B. disbelief C. inferiority D. isolation ANSWER: D</p> <p>**Read the following sentence from the end of paragraph 9. <i>It broke like a mournful lullaby upon the night.</i> One major effect of the simile used in this line is to emphasize Mrs. Pontellier’s A. anger B. defiance C. distress D. exhaustion ANSWER: C</p>
<p>ELAGSE11-12RL5: Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p>	
<p>ELAGSE11-12RL6: Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p>	<p>**Based on the events in the text, which quotation BEST reveals the irony of the statement that Mr. Pontellier’s wife “was the sole object of his existence” (paragraph 2)? A. “From his trousers pockets he took a fistful of crumpled bank notes” B. “Then he lit a cigar and went and sat near the open door to smoke it” C. “He assured her the child was consuming at that moment in the next room” D. “He was eager to be gone, as he looked forward to a lively week in Carondelet Street” ANSWER: D</p>
<p>ELAGSE11-12RL7: Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare as well as one play by an American dramatist.)</p>	<p>N/A</p>

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ELAGSE11-12RL8: (Not applicable to literature)	N/A
ELAGSE11-12RL9: Demonstrate knowledge of eighteenth-, nineteenth- and early twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	N/A
ELAGSE11-12RL10: By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band independently and proficiently.	N/A

Reading Informational

Standard	Example
<p>Use the following text to answer the questions below that relate to it. These questions are noted by **.</p> <p><i>In this excerpt, Andrew Carnegie presents his philosophy regarding how the excess wealth of the rich should be used. Carnegie himself had risen from being an impoverished immigrant to one of the most successful industrialists of the 19th Century.</i></p> <p>The growing disposition to tax more and more heavily large estates left at death is a cheering indication of the growth of a salutary¹ change in public opinion. The State of Pennsylvania now takes—subject to some exceptions—one-tenth of the property left by its citizens. The budget presented in the British Parliament the other day proposes to increase the death-duties; and, most significant of all, the new tax is to be a graduated one. Of all forms of taxation, this seems the wisest. Men who continue hoarding great sums all their lives, the proper use of which for public ends would work good to the community, should be made to feel that the community, in the form of the state, cannot thus be deprived of its proper share. By taxing estates heavily at death the state marks its condemnation of the selfish millionaire’s unworthy life. ...</p> <p>This policy would work powerfully to induce the rich man to attend to the administration of wealth during his life, which is the end that society should always have in view, as being that by far most fruitful for the people. Nor need it be feared that this policy would <u>sap the root</u> of enterprise and render men less anxious to accumulate, for to the class whose ambition it is to leave great fortunes and be talked about after their death, it will attract even more attention, and, indeed, be a somewhat nobler ambition to have enormous sums paid over to the state from their fortunes.</p> <p>There remains, then, only one mode of using great fortunes; but in this we have the true antidote for the temporary unequal distribution of wealth, the reconciliation of the rich and the poor—a reign of harmony—another ideal, differing, indeed, from that of the Communist in requiring only the further evolution of existing conditions, not the total overthrow of our civilization. It is founded upon the present most intense individualism, and the race is prepared to put it in practice by degrees whenever it pleases. Under its sway we shall have an ideal state, in which the surplus wealth of the few will become, in the best sense, the property of the many, because administered for the common good, and this wealth, passing through the hands of the few, can be made a much more potent force for the elevation of our race than if it had been distributed in small sums to the people themselves. Even the poorest can be made to see this, and to agree that great sums gathered by some of their fellow-citizens and spent for public purposes, from which the masses reap the principal benefit, are more valuable to them than if scattered among them through the course of many years in trifling amounts. ...</p> <p>Poor and restricted are our opportunities in this life; narrow our horizon; our best work most imperfect; but rich men should be thankful for one inestimable boon.² They have it in their power during their lives to busy themselves in organizing benefactions from which the masses of their fellows will derive lasting advantage, and thus dignify their own lives. The highest life is probably to be reached, not by such imitation of the life of Christ as Count Tolstoi gives us, but, while animated by Christ’s spirit, by recognizing the changed conditions of this age, and adopting modes of expressing this spirit suitable to the changed conditions under which we live; still laboring for the good of our fellows, which was the essence of his life and teaching, but laboring in a different manner.</p> <p>This, then, is held to be the duty of the man of Wealth: First, to set an example of modest, <u>unostentatious</u> living, shunning display or extravagance; to provide moderately for the legitimate wants of those dependent upon him; and after doing so to consider all surplus revenues which come to him simply as trust funds, which he is called upon to administer, and strictly bound as a matter of duty to administer in the manner which, in his judgment, is best calculated to produce the most beneficial results for the community—the man of wealth thus becoming the mere agent and trustee for his poorer brethren, bringing to their service his superior wisdom, experience and ability to administer, doing for them better than they would or could do for themselves. ...</p>	

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Thus is the problem of Rich and Poor to be solved. The laws of accumulation will be left free; the laws of distribution free. Individualism will continue, but the millionaire will be but a trustee for the poor; intrusted for a season with a great part of the increased wealth of the community, but administering it for the community far better than it could or would have done for itself. The best minds will thus have reached a stage in the development of the race in which it is clearly seen that there is no mode of disposing of surplus wealth creditable to thoughtful and earnest men into whose hands it flows save by using it year by year for the general good. This day already dawns. But a little while, and although, without incurring the pity of their fellows, men may die sharers in great business enterprises from which their capital cannot be or has not been withdrawn, and is left chiefly at death for public uses, yet the man who dies leaving behind many millions of available wealth, which was his to administer during life, will pass away “unwept, unhonored, and unsung,” no matter to what uses he leaves the dross³ which he cannot take with him. Of such as these the public verdict will then be: “The man who dies thus rich dies disgraced.”

Such, in my opinion, is the true Gospel concerning Wealth, obedience to which is destined some day to solve the problem of the Rich and the Poor, and to bring “Peace on earth, among men Good-Will.”

—Andrew Carnegie
excerpted from “Wealth,” 1889

¹ *salutary*: beneficial

² *boon*: benefit

³ *dross*: waste

ELAGSE11-12RI1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

****Which words in paragraph 5 best support the tone (See question under RI4)?**

ELAGSE11-12RI2: Determine two or more 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 provide a complex analysis; provide an objective summary of the text.

****Which statement best reflects a central argument used by the author?**

- A. There is no way to insure fair distribution of earnings.
- B. People should only be paid what they actually earn.
- C. Sharing wealth among all would limit large gifts from benefactors.
- D. Equaling wealth among all would restrict the national tax base.

ANSWER: C

****A central idea in the text advocates that the wealthy should**

- A. be rewarded for their generosity to the public
- B. contribute to the public during their lifetime
- C. entrust their estates to charitable institutions
- D. be focused on increasing their institutional worth

ANSWER: B

ELAGSE11-12RI3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

****What evidence from the text best clarifies the author’s claim in lines 20 through 22 (“Even the poorest...amounts”)?**

- A. lines 23 through 24 (“Poor and restricted...inestimable boon”)
- B. lines 30 through 31 (“This, then, ... or extravagance”)
- C. lines 37 through 38 (“The laws... distribution free”)
- D. lines 38 through 40 (“Individualism...for itself”)

ANSWER: D

ELAGSE11-12RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

****The expression “sap the root of enterprise” (line 9) refers to the**

- A. decline in consumer confidence
- B. reduction in government funding
- C. discouragement of private business
- D. harm to international trade

ANSWER: C

**** The author’s tone in paragraph 5 can best be described as**

- A. confident

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	<p>B. indifferent C. humble D. sarcastic ANSWER: A</p>
<p>ELAGSE11-12RI5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p>	<p>**The first paragraph serves the author's purpose by A. providing examples of alternative tax policies B. contrasting the current taxation system with his proposal C. comparing equal taxation with graduated taxation D. distinguishing estate taxes from income taxes ANSWER: A</p>
<p>ELAGSE11-12RI6: Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p>	
<p>ELAGSE11-12RI7: Integrate and evaluate multiple sources of information presented in indifferent media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>	<p>Read this newspaper headline.</p> <p>Look at this diagram.</p> <p>How do these media differ in the way they treat the bombing of Pearl Harbor? A. The diagram expresses less emotion. B. The newspaper headline shows less bias. C. The diagram lists the causes of the bombing. D. The newspaper headline gives the results of the bombing. ANSWER: A</p>
<p>ELAGSE11-12RI8: Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i>, presidential addresses.)</p>	
<p>ELAGSE11-12RI9: Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's</p>	<p>Why did political writing dominate the Revolutionary Period in American Literature? A. Our country was breaking away from the rule of England. B. Most of the early colonies were religious in their political origin. C. Our writers were trying to find their own national American style. D. Few readers were interested in reading any novels about ordinary</p>

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Second Inaugural Address) for their themes, purposes, and rhetorical features.	people. ANSWER: A
ELAGSE11-12RI10: By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction in the grades 11-CCR text complexity band independently and proficiently.	N/A
Writing	
Standard	Example
ELAGSE11-12W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Use the following selection to answer questions for W1a-e. (1) I feel that children watch way too much television. (2) Studies show that children, on the average, watch between three and five hours of television on weekdays and up to eight hours of television on weekends. (3) Cartoons may be funny, but children should not spend their whole lives watching them. (4) If children are spending that much time watching television, when are they doing anything else? (5) When are they sitting down to eat as a family? (6) When are they getting outside and participating in physical activities and socializing with their friends? (7) They probably are not doing much of that at all—there just would not be any time for any productive activities.
a. 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.	What is the best order for the sentences in the following paragraph? (NOTE: You would not want to include the passage above with this item) (1) When are they getting outside and participating in physical activities and socializing with their friends? (2) When are they sitting down to eat as a family? (3) I feel that children watch way too much television. (4) If children are spending that much time watching television, when are they doing anything else? (5) They probably are not doing much of that at all—there just would not be any time for any productive activities. (6) Studies show that children, on the average, watch between three and five hours of television on weekdays and up to eight hours of television on weekends. A. 1, 6, 5, 4, 3, 2 B. 3, 6, 4, 1, 2, 5 C. 2, 1, 3, 4, 5, 6 D. 3, 4, 1, 2, 5, 6 ANSWER: B OR **What would be a better opening sentence for the passage above? Current sentence: <i>I feel that children watch way too much television.</i> A. Today's children watch too much television. B. I think children watch way too much television. C. In this essay, I will discuss why I think children watch too much television. D. I can't ANSWER: A
b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the	**Which is the weakest point in this argument? A. sentence 1 B. sentence 3

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<p>strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p>	<p>C. sentence 5 D. sentence 7 ANSWER: B</p>
<p>c. 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 counterclaims.</p>	
<p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>	
<p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	
<p>ELAGSE11-12W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	
<p>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>	<p>Read the following paragraph. <i>(1) No person can receive certification unless the person scores 70 percent on the national teacher exam. (2) Therefore, every teacher in our school must have worked here for a while and be very intelligent. (3) Every teacher in the school is certified. (4) They must also have worked for the district for three years.</i> What is the BEST order for the sentences in the paragraph above? A. 1, 3, 4, 2 B. 2, 3, 1, 4 C. 3, 1, 4, 2 D. 3, 4, 1, 2</p>
<p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p>	<p>Read the following paragraph. <i>(1) Every teacher in the school is certified. (2) No person can receive certification unless the person scores 70 percent on the national teacher exam. (3) Additionally, students have to take many state tests. (4) They must also have worked for the district for three years. (5) Therefore, every teacher in our school must have worked here for a while and be very intelligent.</i> Which sentence is LEAST related to the central idea of the paragraph? A. sentence 2 B. sentence 3 C. sentence 4 D. sentence 5 ANSWER: B</p>
<p>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p>	<p>Read these sentences from a movie review. <i>Biographical films often stretch the truth and romanticize events in the lives of the characters. _____, Jackson played this one straight, sticking to the facts of Bretz’s life as found in the pages of a book about Bratz.</i> Which transitional word correctly joins these sentences? A. Furthermore B. Specifically C. Nevertheless D. Certainly</p>

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	ANSWER: C
d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	<p>Read this sentence from a report for a history class. <i>The leaders met to <u>talk about and come to some sort of agreement about</u> the terms of the treaty.</i></p> <p>Which word is the most precise and accurate word to replace the underlined portion of the sentence?</p> <p>A. negotiate B. mediate C. discuss D. ratify</p> <p>ANSWER: A</p>
e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	
f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	<p>Read the following paragraph. <i>(1) Every teacher in the school is certified. (2) No person can receive certification unless the person scores 70 percent on the national teacher exam. (3) They must also have worked for the district for three years. (4) Therefore, every teacher in our school must have worked here for a while and be very intelligent.</i></p> <p>Which sentence in this argument would be categorized as the conclusion?</p> <p>A. sentence 1 B. sentence 2 C. sentence 3 D. sentence 4</p> <p>ANSWER: D</p>
ELAGSE11-12W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	<p>Read this paragraph. <i>(1) Mr. Hiller had grown tired of ducking his head all the time. (2) Walking beneath the tree had become very difficult. (3) He retrieved his pruning saw from the garage and headed toward the backyard. (4) It was time to trim the lower branches of that redbud tree.</i></p>
a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	<p>What is the correct order for these sentences?</p> <p>A. 1, 2, 3, 4 B. 1, 4, 2, 3 C. 3, 4, 1, 2 D. 3, 1, 4, 2</p> <p>ANSWER: A</p>
b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	
c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).	
d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	<p>What is the MOST precise word to replace the underlined verb? <i>Avid fans sat in tiered bleachers or <u>were</u> around the edges like the gallery at a golf tournament, savoring every shot.</i></p> <p>A. stood B. got C. hovered D. stayed</p> <p>ANSWER: C</p>
e. Provide a conclusion that follows from and reflects on what is experienced, observed, or	

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resolved over the course of the narrative.	
ELAGSE11-12W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	
ELAGSE11-12W5: 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12.)	
ELAGSE11-12W6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	N/A
ELAGSE11-12W7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	
ELAGSE11-12W8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	<p>The following sentences are from a research paper about a type of fish called a goby. Which sentence must contain a citation of a source in the final draft of the essay?</p> <p>A. Round gobies have soft bodies and large rounded heads. B. The gobies are now part of North America’s freshwater ecosystem. C. One round goby can produce between 300 and 5,000 eggs, and the males defend the eggs until they hatch. D. People should take several precautions after fishing or boating to prevent spreading these fish to another waterway.</p> <p>ANSWER: C</p>
ELAGSE11-12W9: Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grades 11–12 Reading standards</i> to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). b. Apply <i>grades 11–12 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses]”).	N/A

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<p>ELAGSE11-12W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>N/A</p>
<p>Speaking and Listening</p>	
<p>**Use the following speech for items from the SL standards unless otherwise noted.</p>	
Standard	Example
<p>ELAGSE11-12SL1: Initiate and participate effectively in a range of collaborative discussions(one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11-12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p>	
<p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>	<p>N/A</p>
<p>b. Work with peers to set rules for collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p>	<p>Jim is having trouble with the research aspect of his team's geography project. Which strategy will enable the team to complete the project successfully? A. informing the teacher of Jim's difficulties B. dividing Jim's duties into manageable chunks C. telling Jim to ask for an extension on the project D. selecting a topic Jim thinks is more interesting ANSWER: B</p>
<p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p>	<p>N/A</p>
<p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>	<p>N/A</p>
<p>ELAGSE11-12SL2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>	
<p>ELAGSE11-12SL3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>	<p>Read this excerpt from a speech by a celebrity at a college campus to encourage students to vote in an upcoming presidential election. <i>Your vote is your voice. Our country needs your vivacious spirit at the polls, your vitality. Visualize the future you want for yourself and make it happen. You are more valuable to this country than you realize.</i></p>

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	<p>Which rhetorical device does the speaker use?</p> <p>A. alliteration B. antithesis C. parallelism D. simile ANSWER: A</p>
<p>ELAGSE11-12SL4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.</p>	
<p>ELAGSE11-12SL5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	
<p>ELAGSE11-12SL6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)</p>	N/A
Language	
Standard	Example
<p>ELAGSE11-12L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>Read the sentences below. <i>In April 2010, a crew operating a remotely controlled submarine got a big surprise. Attached to the bottom was a Bathynomus giganteus. Living up to its name, the crustacean measured two and a half feet long.</i></p> <p>Which revision BEST combines these sentences into one complex sentence?</p> <p>A. A crew operating a remotely controlled submarine in April 2010 was surprised by a Bathynomus giganteus attached to its bottom, which was a crustacean that was two and a half feet long. B. A Bathynomus giganteus surprised a submarine crew operating a remotely controlled submarine in April 2010 by attaching to the bottom measuring two and a half feet and living up to its name. C. In April 2010, a crew operating a remotely controlled submarine found a crustacean Bathynomus giganteus attached to its bottom, which, at two and a half feet long, lived up to its name. D. In April 2010, a crew operating a remotely controlled submarine found a surprise attached it is bottom, a Bathynomus giganteus, which lived up to its name by measuring two and a half feet long. ANSWER: D</p>
<p>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p>	N/A
<p>b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American English) as needed.</p>	N/A
<p>ELAGSE11-12L2: Demonstrate command of</p>	<p>How is the sentence below BEST written?</p>

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<p>the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p><i>Barry, _____, and _____ will all travel together to see the Empire State Building.</i></p> <p>A. me, her B. she, I C. me, she D. I, her</p> <p>ANSWER: B</p>
<p>a. Observe hyphenation conventions.</p>	<p>Read the following sentences from a movie review. <i>Bretz's fellow geologists scoffed at this idea. They stated their belief. Most geologic features on earth are created over long periods of time. These lengthy periods of time are called "geologic time."</i></p> <p>Which revision of the excerpt BEST communicates the author's message?</p> <p>A. Bretz's fellow geologists stated their belief—scoffing at Bretz's idea—that most geologic features on earth are created over lengthy periods of time called "geologic time." B. Bretz's fellow geologists stated their belief that most geologic features on earth are created over long periods of time called "geologic time," and they scoffed at Bretz's idea. C. Bretz's fellow geologists scoffed at this idea, stating their belief that most geologic features on earth are created over long periods of time—"geologic time," as these lengthy periods are called. D. Bretz's fellow geologists scoffed at this idea by stating their belief that most geologic features on earth are created over long periods of time and that these lengthy periods of time are called "geologic time."</p> <p>ANSWER: C</p>
<p>b. Spell correctly.</p>	<p>Read the following sentence. <i>Wondering whether his findings would be <u>aplicable</u> to the current research project, Dr. Lamb hesitated to share them.</i></p> <p>What is the correct way to spell the underlined word?</p> <p>A. aplicabel B. applicible C. applicable D. no change</p> <p>ANSWER: C</p>
<p>c. Produces legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.</p>	<p>Read the following sentence. <i>Native to the black and caspian seas in eastern Europe; these fish can grow ten inches long, but the ones in the Great Lakes usually average less than seven inches.</i></p> <p>Which revision shows correct capitalization and punctuation?</p> <p>A. Native to the Black and Caspian seas in eastern Europe, these fish can grow ten inches long; but the ones in the Great Lakes usually average less than seven inches. B. Native to the Black and Caspian Seas in Eastern Europe, these fish can grow ten inches long, but the ones in the Great Lakes usually average less than seven inches.. C. Native to the Black and Caspian seas in eastern Europe, these fish can grow ten inches long; but the ones in the Great Lakes usually average less than seven inches.. D. Native to the Black and Caspian seas in eastern Europe these fish can grow ten inches long but the ones in the Great Lakes usually average less than seven inches.</p> <p>ANSWER: B</p>
<p>ELAGSE11-12L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to</p>	<p>N/A</p>

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comprehend more fully when reading or listening.	
a. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	N/A
ELAGSE11-12L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.	N/A
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>Read the following sentence. <i>When hiking on trails, stay on the path; do not cut across <u>switchbacks</u> to reach parallel parts of the trail.</i> What is the meaning of the underlined word in this sentence? A. a bundle of thin tree branches B. a change in a person's decision C. a railway with curves in high and low areas D. a path or trail that zigzags back and forth across a steep area ANSWER: D</p>
b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).	<p>Read the following sentence. <i>He also noted that very little had changed in the nearly 100 years since Michael first set foot in this <u>savage</u> eroded terrain.</i> Which word BEST replaces the underlined word? A. savaged B. savagely C. savaging D. no change ANSWER: B</p>
c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology, or its standard usage.	
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	N/A
ELAGSE11-12L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.	
b. Analyze nuances in the meaning of words with similar denotations.	
ELAGSE11-12L6: 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.	N/A