Grade 11 State Standards

Mathematics Standards

Content Standard 1: Students can understand and apply a variety of math concepts.

Benchmark A: Students can understand and apply number properties and operations.
Grade Level Indicator: Understand and apply number properties and operations

Benchmark B: Students can understand and apply concepts and procedures of algebra.
Grade Level Indicator: Understand and apply concepts and procedures of algebra

Benchmark C: Students can understand and apply concepts of geometry and measurement.
Grade Level Indicator: Understand and apply concepts of geometry and measurement.

Benchmark D: Students can understand and apply concepts in probability and statistics.
Grade Level Indicator: Understand and apply concepts in probability and statistics

Content Standard 2: Students can understand and apply methods of estimation.

Benchmark A: Students can understand and apply concepts and procedures of standard rounding, order of magnitude, and number sense
Grade Level Indicator: Understand and apply concepts and procedures of standard rounding, order of magnitude, and number sense
Grade Level Indicator: Evaluate reasonableness of solutions

Content Standard 3: Students can solve a variety of math problems.

Benchmark A: Students can solve math problems requiring multiple steps and operations
Grade Level Indicator: Solve math problems requiring multiple steps and operations

Benchmark B: Students can reason quantitatively
Grade Level Indicator: Reason quantitatively

Content Standard 4: Students can interpret data presented in a variety of ways.

Benchmark A: Students can make inferences based on data presented in a variety of ways

Grade Level Indicator: Make inferences based on data presented in a variety of ways

Benchmark B: Students can interpret data from a variety of sources

Grade Level Indicator: Interpret data from a variety of sources

Performance Standards for Mathematics

High Performance Level: Makes inferences with quantitative information and solves a variety quantitative reasoning problems; usually applies math concepts and procedures.

Distinguished: Applies math concepts and procedures, makes inferences with quantitative information, and solves a variety of quantitative reasoning problems.

Accomplished: Usually applies math concepts and procedures, makes inferences quantitative information, and solves a variety of quantitative reasoning problems.

Intermediate Performance Level: Sometimes applies math concepts and procedures, makes inferences with quantitative information, and solves a variety of quantitative reasoning problems.

Skilled: Sometimes applies math concepts and procedures, often makes inferences quantitative information and solves a variety of quantitative reasoning problems.

Moderate: Sometimes applies math concepts and procedures, makes inferences about quantitative information, and solves a variety of quantitative reasoning problems.

Low Performance Level: Seldom applies math concepts and procedures, makes inferences quantitative information, or solves quantitative reasoning problems.

Marginal: Seldom applies math concepts and procedures, makes inferences with quantitative information, or solves quantitative reasoning problems.

Weak: Rarely applies math concepts and procedures, makes inferences with quantitative information, or solves quantitative reasoning problems.

Science Standards

Content Standard 1: Students can understand and apply skills used in scientific inquiry.

Benchmark A: Students can understand and apply the processes and skills of scientific inquiry

Grade Level Indicator: Understand and apply the processes and skills of scientific inquiry

Benchmark B: Students can analyze and interpret scientific information

Grade Level Indicator: Analyze and interpret scientific information

Content Standard 2: Students can understand concepts and relationships in biological science.

Benchmark A: Students can make inferences and predictions from data

Grade Level Indicator: Make inferences and predictions using fundamental Earth/space concepts

Benchmark B: Students can analyze scientific investigations

Grade Level Indicator: Analyze biological investigations

Benchmark C: Student can analyze and evaluate the adequacy and accuracy of information

Grade Level Indicator: Analyze and evaluate the adequacy and accuracy of biological information

Content Standard 3: Students can understand concepts and relationships in Earth/space sciences.

Benchmark A: Students can make inferences and predictions from data.

Grade Level Indicator: Make inferences and predictions fusing fundamental Earth/space concepts

Benchmark B: Students can analyze scientific investigations

Grade Level Indicator: Analyze Earth/space investigations

Benchmark C: Student can analyze and evaluate the adequacy and accuracy of information

Grade Level Indicator: Analyze and evaluate the adequacy and accuracy of Earth/space information

Content Standard 4: Student can understand concepts and relationships in physical science.

Benchmark A: Students can make inferences and predictions from data

Grade Level Indicator: Make inferences and predictions using fundamental physical science concepts

Benchmark B: Students can analyze scientific investigations

Grade Level Indicator: Analyze physical science investigations

Benchmark C: Student can analyze and evaluate the adequacy and accuracy of information

Grade Level Indicator: Analyze and evaluate the adequacy and accuracy of physical science information

Performance Standards for Science

High Performance Level: Usually makes inferences or predictions from data, judges the relevance and adequacy of information, and recognizes the rationale for and limitations of scientific procedures.

Distinguished: Makes inferences or predictions from data, judges the relevance and adequacy of information, and recognizes the rationale for and limitations of scientific procedures.

Accomplished: Usually makes inferences or predictions from data, judges the relevance and adequacy of information, and recognizes the rationale for and limitations of scientific procedures.

Intermediate Performance Level: Sometimes makes inferences or predictions from data, judges the relevance and adequacy of information, and usually recognizes the rationale for and limitations of scientific procedures.

Skilled: Sometimes makes inferences or predictions from data, judges the relevance and adequacy of information, and recognizes the rationale for and limitations of scientific procedures.

Moderate: Sometimes makes inferences or predictions from data, judges the relevance and adequacy of information, and usually recognizes the rationale for and limitations of scientific procedures.

Low Performance Level: Seldom makes inferences or predictions from data, sometimes judges the relevance and adequacy of information, and rarely recognizes the rationale for and limitations of scientific procedures.

Marginal: Sometimes makes inferences or predictions from data, sometimes judges the relevance and adequacy of information, and rarely recognizes the rationale for and limitations of scientific procedures.

Weak: Seldom makes inferences or predictions from data, sometimes judges the relevance and adequacy of information, and rarely recognizes the rationale for and limitations of scientific procedures.

Literacy Standards

Content Standard 1: Students can comprehend what they read in a variety of literary and informational texts.

Benchmark A: Students can understand stated information they have read
Grade Level Indicator: Understand stated information
Benchmark B: Students can determine the literal meaning of specific words
Grade Level Indicator: Determine the literal meaning of specific words
Benchmark C: Students can draw conclusions, make inferences, and deduce meaning
Grade Level Indicator: Draw conclusions, make inferences, and generalizations
Benchmark D: Students can infer traits, feelings, and motives of characters or individuals
Grade Level Indicator: Infer traits, feelings, and motives of characters or individuals
Benchmark E: Students can make predictions based on stated information
Grade Level Indicator: Make predictions based on stated information
Benchmark F: Students can interpret nonliteral language used in a text
Grade Level Indicator: Interpret nonliteral language used in a text
Benchmark G: Students can determine the main idea, topic, or theme and make generalizations
Grade Level Indicator: Determine the main idea, topic, or theme
Benchmark H: Students can identify the author's views or purposes
Grade Level Indicator: Identify the author's views or purposes
Benchmark I: Students can distinguish among facts, opinions, and assumptions
Grade Level Indicator: Distinguish among facts, opinions, and assumptions

Benchmark J: Students can recognize aspects of a passage's style and structure and can recognize literary techniques

> **Grade Level Indicator**: Recognize aspects of a passage's style and structure, and recognize literary techniques

Performance Standards for Literacy

High Performance Level: Understands stated information and ideas; infers implied meaning, draws conclusions, and interprets non-literal language; and makes generalizations from or about a text, identifies its author's purpose or viewpoint, and evaluates aspects of its style or structure.

> **Distinguished:** Understands stated information and ideas; makes inferences about implied meanings, draws conclusions, and interprets non-literal language; and makes generalizations from or about a text, identifies its author's purpose or viewpoint, and evaluates aspects of its style or structure.
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> **Accomplished:** Usually understands stated information and ideas; makes inferences about implied meanings, draws conclusions, and interprets non-literal language; and usually makes generalizations from or about a text, identifies its author's purpose or viewpoint, and evaluates aspects of its style or structure.

Intermediate Performance Level: Sometimes understands stated information and ideas; sometimes infers implied meaning, draws conclusions, and interprets non-literal language; and sometimes makes generalizations from or about a text, identifies its author's purpose or viewpoint, and evaluates aspects of its style or structure.

> **Skilled:** Usually understands stated information and ideas; usually makes inferences about implied meanings, draws conclusions, and interprets non-literal language; and often makes generalizations from or about a text, identifies its author's purpose or viewpoint, and evaluates aspects of its style or structure.
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> **Moderate:** Sometimes understands stated information and ideas; sometimes makes simple inferences about implied meaning, draws conclusions, and interprets non-literal language; and sometimes makes generalizations from or about a text, identifies its author's purpose or viewpoint, and evaluates aspects of its style or structure.

Low Performance Level: Seldom understands stated information and ideas; rarely infers implied meaning, draws conclusions, or interprets non-literal language; and rarely makes generalizations from or about a text, identifies its author's purpose or viewpoint, or evaluates aspects of its style or structure.

> **Marginal:** Seldom understands stated information and ideas; rarely makes inferences about implied meaning or interprets non-literal language; and rarely makes generalizations from or about a text, identifies its author's purpose or viewpoint, or evaluates aspects of its style or structure.
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> **Weak:** Rarely understands stated information and ideas; rarely makes inferences about implied meaning or interprets non-literal language; and does not make generalizations from or about a text, identify its author's purpose or viewpoint, or evaluate aspects of its style or structure.