



CSAP Reading Assessment Framework

Grade 9

ASSESSMENT FRAMEWORK – defines what will be assessed on the State paper and pencil, standardized, timed assessment (Colorado Student Assessment Program - CSAP). This document is organized as follows:

Standard	<i>Indicates the broad knowledge and skills that all students should be acquiring in Colorado schools. Each standard is assessed every year.</i>	
Benchmark	<i>Tactical description of the knowledge and skills students should acquire within each grade level range (i.e., K-4, 5-8, or 9-12).</i>	
Assessment Objectives	^a	<i>Specific knowledge and skills measured by CSAP for each grade level. Assessment Objectives are assessed on a cyclical basis.</i>

*Note: The appearance of an * behind a word or phrase indicates it appears in the glossary of the Colorado Model Content Standards for Reading.*

Standard 1	Students read and understand a variety of materials.	
Benchmark	Using a full range of strategies to comprehend essays, speeches, autobiographies, and first-person historical documents in addition to the types of literature mentioned above.	
Assessment Objectives	a	Compare and contrast text with different themes or ideas.
	b	Summarize, synthesize, and evaluate information from a variety of text and genre (for example, documents, speeches, technical texts, web pages, and memoirs).
	c	Analyze main idea and supporting details in a variety of text and genre.
	d	Infer by making connections within and among texts.
	e	Sequence events, procedures and ideas.
	f	Locate and recall information in different text structures (for example, cause and effect, problem/solution, compare/contrast).
	g	Determine meanings of words, including those with multiple meanings, by using context clues (for example, synonyms, comparisons) and structural clues (for example, roots, suffixes, prefixes).
Standard 4	Students apply thinking skills to their reading, speaking, listening, and viewing.	
Benchmarks	<ul style="list-style-type: none"> • Recognizing an author's point of view, purpose, and historical and cultural context; • Using reading, writing, listening, articulate speaking, and viewing to solve problems; • Knowing what constitutes literary quality based on elements such as the author's point of view, the author's selection of significant details, theme development, and the author's reflection of events and ideas of his or her lifetime; and 	



©2005

	<ul style="list-style-type: none"> • Critiquing the content of written work and oral presentations.
--	--

Assessment Objectives	a	Identify an author's purpose and the text's historical/cultural context from information presented in the text.
	b	Use reading and writing skills to solve problems, list possible solutions, and provide support for the solutions.
	c	Differentiate fact from opinion in a variety of texts.
	d	Analyze a variety of text in order to make predictions and draw conclusions.
	e	Analyze the text's main idea and use relevant details to support the analysis.
Standard 5	Students read to locate, select, and make use of relevant information from a variety of media, references, and technological sources.	
Benchmarks	<ul style="list-style-type: none"> • Using organizational features of printed text such as citations, end notes, and bibliographic references to locate relevant information; • Evaluating information in light of what they know and their specific needs; • Using organizational features of electronic text such as bulletin boards, database keyword searches, and e-mail addresses to locate information when technology is available; • Using strategies to gain information from journals, research studies and technical documents; and • Using available technology to access information, conduct research, and produce a carefully documented product. 	
Assessment Objectives	a	Use organizational features of printed text (for example, prefaces, afterwards, and appendices) to locate information.
	b	Use organizational features of electronic information (for example, keyword searches and email addresses) and library and interlibrary catalog databases to locate relevant information.
	c	Summarize and organize information about a topic in a variety of ways (for example, graphic organizer, Venn



	diagram, outline, timeline) from references, technical sources, and media.
--	--

	d	Evaluate information for specific needs, validity, credibility, and bias.
	e	Give credit for others' ideas, images, or information in an appropriate form (for example, bibliography, works cited page, endnotes, or footnotes).
	f	Locate meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources.
Standard 6	Students read and recognize literature as a record of human experience.	
Benchmarks	<ul style="list-style-type: none"> • Reading, responding to, and discussing novels, poetry, short stories, non-fiction, content-area and technical material, plays, essays, and speeches; • Using literary terminology accurately, such as theme, mood, diction, idiom, perspective, style and point of view; • Identifying recurrent themes in United States literature; and • Developing and supporting a thesis about the craft and significance of particular works of literature, both classic and contemporary, from a variety of ethnic writers. 	
Assessment Objectives	a	Read and respond to a variety of literature (for example, novels, poetry, short stories, non-fiction and plays) that represents perspectives from places, people, and events that are familiar and unfamiliar.
	b	Apply literary terminology and knowledge of literary techniques (including, but not limited to, rising action, style, mood, setting, protagonist, antagonist, point of view, foreshadowing, personification, or flashback) to understand text.
	c	Read a given text, identify the theme, and provide support from the text.
	d	Develop a thesis statement about a particular text and provide support from the text.



	e	Understand how figurative language supports meaning in a given text.
--	---	--

