

CORRELATION
BETWEEN THE MARYLAND HIGH SCHOOL ASSESSMENT,
ENGLISH 1, AND
Written Communication For Sergeants: A Self-Paced Text

General Information: Beginning with the graduating class of 2009, students are required to pass the Maryland High School Assessment in order to earn a Maryland high-school diploma. The assessment consists of five tests. These tests evaluate students' knowledge of algebra, biology, English, geometry, and government. Each of these assessments requires students to answer some questions in essay formats, known as *brief* and *extended constructed responses*. These responses are evaluated for their ability to clearly demonstrate an understanding of the concept being tested. Writing, then, is germane to all five areas.

The Maryland High School Assessment, English 1: This portion of the high-school assessment is based on four goals. We have listed each goal below, together with the number of test items that relate to the goal. Last, we have indicated the correlation between *How to Write Clear Sentences* and the goal.

Goal One: The student will use effective strategies before, during, and after reading, viewing, and listening to self-selected and assigned materials.

Number of Items: 19

Correlation: These items do not directly correlate to the text on clear sentences. They do correlate to the follow-on text.

Special Note: Students are expected to write either a brief or extended constructed response related to this goal. The scoring rubric states that a superior response "has no errors in usage or conventions that interfere with meaning." The text on clear sentences teaches usage and conventions.

Goal Two: The student will demonstrate the ability to compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.

Number of Items: 16

Correlation: Units 1, 2, 3, and 6 of the text on clear sentences directly relate to this goal.

Special Note: Students are expected to write either a brief or extended constructed response related to this goal. The scoring rubric states that a superior response "has no errors in usage or conventions that interfere with meaning." The text on clear sentences teaches usage and conventions.

Goal Three: The student will demonstrate the ability to control language by applying the conventions of standard English in writing and speaking.

Number of Items: 12

Correlation: All nine units of the text on clear sentences correlate to this goal. Specifically, students are expected to explain how words are classified grammatically; to differentiate between sentences and non-sentences; and to build effective, correct sentences. Students are also expected to use capitalization, punctuation, and spelling appropriately.

Goal Four: The student will demonstrate the ability to evaluate the content, organization, and language use of texts.

Number of Items: 6

Correlation: These items do not directly correlate to the text on clear sentences. They do correlate to the follow-on text.

Special Note: Students are expected to write either a brief or extended constructed response related to this goal. The scoring rubric states that a superior response “has no errors in usage or conventions that interfere with meaning.” The text on clear sentences teaches usage and conventions.