

Georgia High School Graduation Tests Standards Implementation Survey

Marking Instructions: Please use a BLUE or BLACK ink pen.

Right Wrong

Key to Response Scale:

- Not at All** means students have not had an opportunity to learn this element. It is not addressed at all in classroom instruction.
- Very Little** means students have had very little opportunity to learn this element. It is addressed a minimal number of times in classroom instruction. Students would benefit greatly by more instruction in this area.
- Partially** means students have had some opportunity to learn this element. It is addressed more than a minimal number of times in classroom instruction. Students would benefit by more instruction in this area.
- Mostly** means students have had a good opportunity to learn this element. It is addressed several times in classroom instruction. Students could still benefit a small amount from more instruction.
- Completely** means students have had multiple opportunities to learn this element and content has been addressed repeatedly in classroom instruction. Students would gain very little or nothing more by further instruction.
- NA** means this element is not applicable to the courses I teach.

What is your school district number?

What subject area do you teach? Select all that apply.

ELA subjects (Please continue with #1)

- American Lit.
- 9th Grade Lit. Comp.
- Other ELA course

Science subjects (Please continue with #11)

- Biology
- Physical Science
- Other Science course
- Physics
- Chemistry

English/Language Arts

Please rate the extent to which the concepts, knowledge, and skills in each element have been addressed in classroom instruction.

	Not at All	Very Little	Partially	Mostly	Completely	NA
1. The student uses research and technology to support writing.						
• The student formulates clear research questions and utilizes appropriate research venues to locate and incorporate evidence from primary and secondary sources.....	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2. The student practices both timed and process writing and, when applicable, uses the writing process to develop, revise, and evaluate writing.						
• The student revises writing to improve the logic and coherence of the organization and controlling perspective.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
• The student revises writing for specific audiences, purposes, and formality of the contexts. ...	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
3. The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.						
• The student demonstrates an understanding of proper English usage and control of grammar, sentence and paragraph structure, diction, and syntax.....	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
4. The student identifies, analyzes, and applies knowledge of theme in a work of American literature and provides evidence from the work to support understanding.						
• The student applies knowledge of the concept that the theme or meaning of a selection represents a universal view or comment on life or society and provides support from the text for the identified theme.....	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
• The student applies knowledge of the concept that a text can contain more than one theme..	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
• The student analyzes and compares texts that express universal themes characteristic of American literature across time and genre and provides support from the texts for the identified themes.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Please rate the extent to which the concepts, knowledge, and skills in each element have been addressed in classroom instruction.

NA
 Completely
 Mostly
 Partially
 Very Little
 Not at All

5. The student understands and acquires new vocabulary and uses it correctly in reading and writing.

- The student identifies and correctly uses idioms, cognates, words with literal and figurative meanings, and patterns of word changes that indicate different meanings or functions.

The student demonstrates comprehension by identifying evidence in a variety of texts representative of different genres and using this evidence as the basis for interpretation, as described in items 6, 7 and 8 below.

6. The student identifies, analyzes, and applies knowledge of the structures and elements of *American fiction* and provides evidence from the text to support understanding.

- The student locates and analyzes such elements in fiction as language and style, character development, point of view, irony, and structures in works of American fiction from different time periods.
- The student identifies and analyzes patterns of imagery or symbolism.
- The student relates identified elements in fiction to theme or underlying meaning.
- The student analyzes, evaluates, and applies knowledge of the ways authors use techniques and elements in fiction for rhetorical and aesthetic purposes.
- The student traces the history of the development of American fiction.

7. The student identifies, analyzes, and applies knowledge of the purpose, structure, and elements of *nonfiction and/or informational materials* and provides evidence from the text to support understanding.

- The student analyzes and explains the structures and elements of nonfiction works of American literature such as letters, journals and diaries, speeches, and essays.
- The student analyzes and evaluates the logic and use of evidence in an author's argument.
- The student analyzes, evaluates, and applies knowledge of the ways authors use language, style, syntax, and rhetorical strategies for specific purposes in nonfiction works.

8. The student identifies and analyzes elements of *poetry* from various periods of American literature and provides evidence from the text to support understanding.

The student identifies, responds to, and analyzes the effects of diction, tone, mood, syntax, sound, form, figurative language, and structure of poems as these elements relate to meaning.

- sound: alliteration, end rhyme, slant rhyme, internal rhyme, consonance, assonance
- form: fixed and free, lyric, ballad, sonnet, narrative poem, blank verse
- figurative language: personification, imagery, metaphor, conceit, simile, metonymy, synecdoche, hyperbole, symbolism, allusion.
- The student analyzes and evaluates the effects of diction and imagery as they relate to underlying meaning.

9. Considering ELA standards 1-8 highlighted in the list above, please rate the extent to which these standards are addressed in instruction for your students.

- Not at all
 Very little
 Partially
 Mostly
 Completely
 NA

10. Considering ELA standards 1-8 highlighted in the list above, how many of your students would you estimate have had the opportunity to learn these beyond recall?

- None of the students
 Some of the students
 About half of the students
 Most of the students
 Almost all students

Please rate the extent to which the concepts, knowledge, and skills in each element have been addressed in classroom instruction.

	Not at All	Very Little	Partially	Mostly	Completely	NA
11. Students will analyze the nature of the relationships between structures and functions in living cells.						
• Explain the role of cell organelles for both prokaryotic and eukaryotic cells, including the cell membrane, in maintaining homeostasis and cell reproduction.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
• Identify the function of the four major macromolecules (i.e., carbohydrates, proteins, lipids, nucleic acids).....	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
12. Students will analyze how biological traits are passed on to successive generations.						
• Distinguish between DNA and RNA	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
• Explain the role of DNA in storing and transmitting cellular information.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
• Using Mendel's laws, explain the role of meiosis in reproductive variability	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
• Examine the use of DNA technology in forensics, medicine, and agriculture	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
13. Students will derive the relationship between single-celled and multi-celled organisms and the increasing complexity of systems.						
• Relate the complexity and organization of organisms to their ability for obtaining, transforming, transporting, releasing, and eliminating the matter and energy used to sustain the organism.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
14. Students will assess the dependence of all organisms on one another and the flow of energy and matter within their ecosystems.						
• Investigate the relationships among organisms, populations, communities, ecosystems, and biomes.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
• Explain the flow of matter and energy through ecosystems by arranging components of a food chain according to energy flow.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
15. Students will investigate our current understanding of the atom.						
• Examine the structure of the atom in terms of <u>proton, electron, and neutron locations</u>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
• Examine the structure of the atom in terms of <u>atomic mass and atomic number</u>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
• Examine the structure of the atom in terms of <u>atoms with different numbers of neutrons (isotopes)</u> .	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
• Examine the structure of the atom in terms of <u>atoms with different numbers of protons</u>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
16. Students will investigate the properties of solutions.						
• Describe solutions in terms of solute/solvent.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
17. Students will distinguish the characteristics and components of radioactivity.						
• Explain the process half-life as related to radioactive decay.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
18. Students will compare and contrast the phases of matter as they relate to atomic and molecular motion.						
• Compare and contrast the atomic/molecular motion of solids, liquids, gases and plasmas....	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
19. Students will relate transformations and flow of energy within a system.						
• Identify energy transformations within a system (e.g., lighting of a match).....	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
• Investigate molecular motion as it relates to thermal energy changes in terms of conduction, convection, and radiation.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

