

North Dakota English Language Arts Content and Achievement Standards

Grade 12

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North Dakota Department of Public Instruction

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Standard 1: Students engage in the research process

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Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Grade 12				
RESEARCH PLANNING				
12.1.1. Plan a research strategy	Students plan a research strategy and research questions that are effective, ambitious, and appropriate given resource constraints and purpose.	Students plan a research strategy and research questions that are appropriate given resource constraints and purpose.	Students plan a research strategy and research questions that are either inappropriate or ineffective given resource constraints and purpose.	Students plan a research strategy and research questions that are both inappropriate and ineffective given resource constraints and purpose.
12.1.2. Determine purpose; e.g., inform, persuade				
12.1.3. Develop a research question				
ACCESSING INFORMATION				
<i>No benchmark expectations at this level</i>				
ORGANIZING RESEARCH INFORMATION				
12.1.4. Defend research paper or project	Students thoughtfully defend research paper or project with ease.	Students defend research paper or project with minimal difficulty.	Students defend research paper or project with difficulty.	Students defend research paper or project with great difficulty.
PRESENTATION				
<i>No benchmark expectations at this level</i>				
EVALUATING RESEARCH PROCESS				
12.1.5. Evaluate the research process and apply strategies to a variety of writing purposes; e.g., correct use of research format, accuracy of research, organization of information and use of sources	Students evaluate their research process with insight and apply research strategies appropriate to an extensive variety of purposes.	Students evaluate their research process effectively and apply research strategies appropriate to a variety of purposes.	Students evaluate their research process somewhat effectively and apply research strategies appropriate to some purposes.	Students evaluate their research process ineffectively and/or cannot apply research strategies for even a limited number of purposes.

Standard 2: Students engage in the reading process

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Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Grade 12				
LITERARY GENRES				
12.2.1. Identify satire and allegory	Students identify satire and allegory with few if any minor errors.	Students identify satire and allegory with few significant errors.	Students identify satire and allegory with a few significant errors.	Students identify satire and allegory with many significant errors.
INFORMATIONAL GENRES				
12.2.2. Critique details, facts, and concepts from nonfiction genres	Students insightfully critique details, facts, and concepts from nonfiction genres.	Students effectively critique details, facts, and concepts from nonfiction genres.	Students provide a superficial critique of details, facts, and concepts from nonfiction genres.	Students have difficulty critiquing details, facts, and concepts from nonfiction genres.
READING STRATEGIES FOR INTERPRETING MEANING OF TEXTS				
12.2.3. Identify techniques used in persuasive writing such as fallacies of logic, faulty reasoning, and manipulative language	Students identify and interpret techniques used in persuasive writing with few if any minor errors.	Students identify techniques used in persuasive writing with few if any significant errors.	Students identify techniques used in persuasive writing with a few significant or many minor errors.	Students identify techniques used in persuasive writing with many significant errors.
PURPOSES FOR READING				
12.2.4. Read for a variety of purposes and intents; e.g., to become life-long readers, to model forms of writing, etc.	Students read texts for an extensive variety of purposes and intents.	Students read texts for a variety of purposes and intents.	Students read texts for some purposes and intents.	Students read texts for very few purposes and intents.
LITERARY ELEMENTS AND TECHNIQUES				
12.2.5. Interpret author's use of figurative language including allusion, imagery, and symbolism	Students insightfully interpret author's use of figurative language.	Students effectively interpret author's use of figurative language.	Students interpret author's use of figurative language in obvious ways.	Students have difficulty interpreting author's use of figurative language.

Standard 2: Students engage in the reading process.

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
12.2.6. Interpret author's use of syntax and word choice/diction	Students insightfully interpret author's use of syntax and word choice/diction.	Students effectively interpret author's use of syntax and word choice/diction.	Students interpret author's use of syntax and word choice/diction in obvious ways.	Students have difficulty interpreting author's use of syntax and word choice/diction.
12.2.7. Critique literary merit of a work of literature	Students insightfully critique the literary merit of a work of literature.	Students effectively critique the literary merit of a work of literature.	Students superficially critique the literary merit of a work of literature.	Students have difficulty critiquing the literary merit of a work of literature.
VOCABULARY				
12.2.8. Use technical language/jargon to decipher meaning	Students use technical language/jargon to decipher meaning with few if any errors.	Students use technical language/jargon to decipher meaning with no significant errors.	Students use technical language/jargon to decipher meaning with a few significant or many minor errors.	Students use technical language/jargon to decipher meaning with many significant errors.

Standard 3: Students engage in the writing process

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Grade 12				
INFORMATIVE WRITING				
12.3.1. Write business or other formal documents, including resumes, scholarship letters, and letters of inquiry or complaint	Students write business or other formal documents that show insight into all the significant elements of the genre and contain few if any errors.	Students write business or other formal documents that incorporate all the significant elements of the genre and contain no significant errors.	Students write business or other formal documents that incorporate some of the significant elements of the genre and contain a few significant or many minor errors.	Students write business or other formal documents that incorporate very few of the significant elements of the genre and contain many significant errors.
LITERARY/NARRATIVE WRITING				
<i>No benchmark expectations at this level</i>				
PERSUASIVE WRITING				
12.3.2. Write persuasive compositions, including structuring arguments logically, using rhetorical devices, defending positions with evidence, and addressing readers' concerns and biases; e.g., editorials, critical reviews	Students write persuasive compositions that show insight into all the significant elements of the genre and contain few if any errors.	Students write persuasive compositions that incorporate all the significant elements of the genre and contain no significant errors.	Students write persuasive compositions that incorporate some of the significant elements of the genre and contain a few significant or many minor errors.	Students write persuasive compositions that incorporate very few of the significant elements of the genre and contain many significant errors.
PREWRITING				
12.3.3. Organize the ideas and details of a composition according to purpose	Students effectively and creatively organize the ideas and details of a composition in a way that serves the purpose.	Students effectively organize the ideas and details of a composition in a way that serves the purpose.	Students organize the ideas and details of a composition either ineffectively or in a way that does not serve the purpose.	Students organize the ideas and details of a composition both ineffectively and in a way that does not serve the purpose.
12.3.4. Use variety of sources for supporting details	Students use an extensive variety of sources for supporting details.	Students use a variety of sources for supporting details.	Students use some sources for supporting details.	Students use very few sources for supporting details.

Standard 3: Students engage in the writing process

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
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DRAFTING				
12.3.5. Elaborate ideas through word choice and description using grade-level vocabulary	Students incorporate grade-level appropriate vocabulary with few if any minor errors.	Students incorporate grade-level appropriate vocabulary in writing with no significant errors.	Students incorporate grade-level appropriate vocabulary with a few significant or many minor errors.	Students incorporate grade-level appropriate vocabulary with many significant errors.
12.3.6. Organize and write compositions for nation and world	Students organize and write insightful compositions for nation and world.	Students organize and write appropriate compositions for nation and world.	Students write compositions that are either ineffectively organized or poorly written for nation and world.	Students write compositions that are both ineffectively organized and poorly written for nation and world.
LITERARY ELEMENTS AND TECHNIQUES				
12.3.7. Use techniques to convey an individual voice and style; e.g., tone, syntax, diction, figurative language	Students use an extensive variety of techniques to convey individual voice and style.	Students use a variety of techniques to convey individual voice and style.	Students use some techniques to convey individual voice and style.	Students use very few techniques to convey individual voice and style.
REVISING AND EDITING				
12.3.8. Edit and revise compositions for standard writing conventions and appropriate tone	Students edit and revise for writing conventions and tone, with few errors in written text.	Students edit and revise for writing conventions and tone, with no significant errors to written text.	Students edit and revise for writing conventions and tone, with some significant or many minor errors in written text.	Students edit and revise for writing conventions and tone, with many significant errors in written text.
12.3.9. Edit and revise compositions for unity, coherence, clarity, and fluency	Students edit and revise for unity, coherence, clarity, and fluency resulting in no or few errors in written texts.	Students edit and revise for unity, coherence, clarity, and fluency resulting in no significant errors in written texts.	Students edit and revise for unity, coherence, clarity, and fluency resulting in some significant or many minor errors in written texts.	Students edit and revise for unity, coherence, clarity, and fluency resulting in many significant errors in written texts.
12.3.10. Edit and revise compositions with an awareness of parallel structures and proper verb tense and agreement	Students edit and revise for parallel structures and proper verb tense and agreement, with no or few errors in written text.	Students edit and revise for parallel structures and proper verb tense and agreement, with no significant errors in written text.	Students edit and revise for parallel structures and proper verb tense and agreement, with some significant or many minor errors in written text.	Students edit and revise for parallel structures and proper verb tense and agreement, with many significant errors in written text.

Standard 3: Students engage in the writing process

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12.3.11. Edit and revise compositions for the use of proper clausal and phrasal patterns PUBLISHING <i>No benchmark expectations at this level</i>	Students edit and revise for correct clausal and phrasal patterns with no or few errors in written texts.	Students edit and revise for correct clausal and phrasal patterns with no significant errors in written texts.	Students edit and revise for correct clausal and phrasal patterns with some significant or many minor errors in written texts.	Students edit and revise result in correct clausal and phrasal patterns with many significant errors in written texts.

Standard 4: Students engage in the speaking and listening process

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Grade 12				
PLANNING FOR AN AUDIENCE/PURPOSE				
12.4.1. Evaluate audience based on social characteristics, e.g., religion, culture, and gender	Students insightfully evaluate audience based on an extensive variety of social characteristics.	Students effectively evaluate audience based on a variety of social characteristics.	Students superficially evaluate audience or evaluate audience based on only some social characteristics.	Students evaluate audience based on very few social characteristics.
VERBAL AND NONVERBAL COMMUNICATION				
12.4.2. Use tone, inflection, pitch, and emphasis effectively in oral presentations	Students use tone, inflection, pitch, and emphasis effectively and creatively in oral presentations.	Students use tone, inflection, pitch, and emphasis effectively in oral presentations.	Students use tone, inflection, pitch, and emphasis in typical ways in oral presentations.	Students have difficulty using tone, inflection, pitch, and emphasis in oral presentations.
CONVERSATION, GROUP DISCUSSION, AND ORAL PRESENTATION				
12.4.3. Analyze the audience and adjust message and wording to suit the audience while speaking	Students perceive audience reaction while they are speaking, and make appropriate and insightful adjustments to their message and delivery.	Students perceive audience reaction while they are speaking, and make appropriate adjustments to their message and delivery.	Students perceive audience reaction while they are speaking, but make inappropriate adjustments to their message and delivery.	Students have difficulty perceiving audience reaction and making adjustments to their message and delivery.

Standard 4: Students engage in the speaking and listening process.

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
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12.4.5. Use oral composition techniques to perform speeches such as memorized speeches, impromptu and extemporaneous, persuasive/argumentative, and expository speeches	Students use appropriate oral composition techniques for an extensive variety of speeches.	Students use appropriate oral composition techniques for a variety of speeches.	Students use appropriate oral composition techniques for some types of speeches.	Students use appropriate oral composition techniques for very few types of speeches.

Standard 5: Students understand media

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Grade 12				
MEDIA GENRES				
12.5.1. Identify existing and developing media	Students identify an extensive variety of existing and developing media.	Students identify a variety of existing and developing media.	Students identify some existing and developing media.	Students identify very few existing and developing media.
USING MEDIA FOR A PURPOSE				
12.5.2. Create a media project for a purpose	Students create a media project that effectively serves a sophisticated purpose.	Students create a media project that effectively serves a clear purpose.	Students create a media project that inadequately serves a purpose.	Students have difficulty creating a media project that serves a purpose.
INTERPRETING MEDIA				
12.5.3. Evaluate instances of gender equity and political correctness in media messages	Students draw insightful conclusions when evaluating instances of gender equity and political correctness in media messages.	Students draw accurate conclusions when evaluating instances of gender equity and political correctness in media messages.	Students draw limited conclusions when evaluating instances of gender equity and political correctness in media messages.	Students have difficulty recognizing instances of gender equity and political correctness in media messages.
12.5.4. Evaluate media messages in their historical and/or cultural contexts and intended audience	Students insightfully evaluate media messages in their historical and/or cultural contexts with reference to their intended audiences.	Students adequately evaluate media messages in their historical and/or cultural contexts with reference to their intended audiences.	Students superficially evaluate media messages in their historical and/or cultural contexts with reference to their intended audiences.	Students have difficulty evaluating media messages in their historical and/or cultural contexts with reference to their intended audiences.
12.5.5. Examine advanced media techniques, e.g., music and sound, camera angles, lighting, and aesthetic effects	Students examine an extensive variety of advanced media techniques.	Students examine a variety of advanced media techniques.	Students examine some advanced media techniques.	Students examine very few advanced media techniques.

Standard 6: Students understand and use principles of language

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Grade 12				
LANGUAGE CONVENTIONS/MECHANICS				
12.6.1. Use conventions of grammar, usage, and punctuation to edit and revise	Students use conventions of grammar, usage, and punctuation with few if any errors.	Students use conventions of grammar, usage, and punctuation with no significant errors.	Students use conventions of grammar, usage, and punctuation with a few significant or many minor errors.	Students use conventions of grammar, usage, and punctuation with many significant errors.
LITERARY ELEMENTS AND TECHNIQUES				
12.6.2. Apply figurative language; i.e., allusion, analogy, hyperbole, irony, personification, oxymoron, and paradox	Students use figurative language with few if any errors.	Students use figurative language with no significant errors.	Students use figurative language with a few significant or many minor errors.	Students use figurative language with many significant errors.
12.6.3. Interpret the use of language in different literary forms; i.e., satire and parody	Students insightfully interpret the use of language in different literary forms.	Students provide reasonable interpretations of the use of language in different literary forms.	Students provide superficial interpretations of the use of language in different literary forms.	Students have difficulty interpreting the use of language in different literary forms.
12.6.4. Identify allegory	Students identify allegory with few if any errors.	Students identify allegory with no significant errors.	Students identify allegory with a few significant errors.	Students identify allegory with many significant errors.
LANGUAGE CONTEXT				
<i>No benchmark expectations at this level</i>				