

North Dakota English Language Arts Content and Achievement Standards

Standard 1

April 2005

North Dakota Department of Public Instruction

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Standard 1: Students engage in the research process

| Standard 1: Students engage in the research process. | | | | |
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| Benchmark Expectations | PROFICIENCY DESCRIPTOR | | | |
| | ADVANCED PROFICIENT | PROFICIENT | PARTIALLY PROFICIENT | NOVICE |
| Kindergarten | | | | |
| PLANNING RESEARCH | | | | |
| K.1.1. Choose questions and ideas related to a topic of study | Students choose thought-provoking topics that are relevant given time and resource constraints. | Students choose topics that are relevant given time and resource constraints. | Students choose topics that may not be relevant given either time or resource constraints. | Students choose topics that are irrelevant given time and resource constraints. |
| ORGANIZING INFORMATION | | | | |
| K.1.2. Use developmentally appropriate reference tools to gather information; e.g., picture dictionary, ABC chart, nonfiction books | Students use an extensive variety of appropriate reference tools. | Students use a variety of appropriate reference tools. | Students use some appropriate reference tools. | Students use few appropriate reference tools. |
| Grade 1 | | | | |
| PLANNING RESEARCH | | | | |
| 1.1.1. Choose a research topic | Students choose thought-provoking research topics that are relevant given time and resource constraints. | Students choose research topics that are relevant given time and resource constraints. | Students choose research topics that may be relevant given either time or resource constraints. | Students choose research topics that are irrelevant given both time and resource constraints. |
| 1.1.2. Formulate questions related to a topic of study | Students discuss questions that are insightful and highly relevant to the topic of study. | Students discuss questions that are relevant to the topic of study. | Students discuss questions that may not be directly relevant to the topic. | Students have difficulty generating questions to discuss about the topic. |
| ORGANIZING INFORMATION | | | | |
| 1.1.3. Locate and gather information from a variety of print and technological resources | Students locate and gather information from an extensive variety of resources. | Students locate and gather information from a variety of resources. | Students locate and gather information from some resources. | Students locate and gather information from few resources. |

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| | ADVANCED PROFICIENT | PROFICIENT | PARTIALLY PROFICIENT | NOVICE |
| <p>PRESENTING INFORMATION</p> <p>1.1.4. Share items and/or information related to a topic</p> <p>EVALUATION</p> <p>1.1.5. Use self-assessment tools to evaluate presentation; e.g., checklist, pictorial (smiley/sad face)</p> | <p>Students explain relevant information as well as subtle details related to a topic.</p> <p>Students use self-assessment tools to evaluate presentations, with few if any errors.</p> | <p>Students explain relevant information related to a topic.</p> <p>Students use self-assessment tools to evaluate presentations, with no significant errors.</p> | <p>Students explain some relevant items and/or information related to a topic.</p> <p>Students use self-assessment tools to evaluate presentations, with a few significant errors.</p> | <p>Students explain irrelevant information related to a topic.</p> <p>Students use self-assessment tools to evaluate presentations, with many significant errors.</p> |
| Grade 2 | | | | |
| <p>PLANNING RESEARCH</p> <p>2.1.1. Choose a research topic</p> <p>2.1.2. List questions related to a topic of study</p> | <p>Students choose thought-provoking research topics that are relevant given time and resource constraints.</p> <p>Students list questions that are insightful and highly relevant to the topic of study.</p> | <p>Students choose research topics that are relevant given time and resource constraints.</p> <p>Students list questions that are relevant to the topic of study.</p> | <p>Students choose research topics that may be relevant given either time or resource constraints.</p> <p>Students list some questions that may be relevant to the topic.</p> | <p>Students choose research topics that are irrelevant given both time and resource constraints.</p> <p>Students list questions that are irrelevant to the topic.</p> |
| <p>ORGANIZING INFORMATION</p> <p>2.1.3. Use a variety of reference tools to access information; i.e., tables of contents, dictionaries, Internet</p> | <p>Students use an extensive variety of reference tools.</p> | <p>Students use an extensive variety of reference tools.</p> | <p>Students use some effective reference tools.</p> | <p>Students use ineffective reference tools.</p> |
| <p>PRESENTING INFORMATION</p> <p>2.1.4. Report on a topic orally or in written format</p> | <p>Students use sophisticated organizational patterns and skills.</p> <p>Students are highly effective at presenting oral information.</p> | <p>Students use effective organizational patterns and skills.</p> <p>Students are effective at presenting oral information.</p> | <p>Students use moderately effective organizational patterns and skills.</p> <p>Students are moderately effective at presenting oral information.</p> | <p>Students use ineffective organizational patterns and skills.</p> <p>Students are ineffective at presenting oral information.</p> |

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| EVALUATION | | | | |
| 2.1.5. Use self-assessment tool to evaluate presentation; e.g., checklist, rubric, pictorial | Students use self-assessment tools to evaluate presentations, with few if any errors. | Students use self-assessment tools to evaluate presentations, with no significant errors. | Students use self-assessment tools to evaluate presentations, with a few significant errors. | Students use self-assessment tools to evaluate presentations, with many significant errors. |
| Grade 3 | | | | |
| PLANNING RESEARCH | | | | |
| 3.1.1. Select a research topic in a specific area of a study | Students choose thought-provoking research topics that are reasonable given time and resource constraints. | Students choose research topics that are reasonable given time and resource constraints. | Students choose research topics that may not be reasonable given either time or resource constraints. | Students choose research topics that are unreasonable given both time and resource constraints. |
| 3.1.2. Generate questions about a research topic | Students generate questions that are insightful and highly relevant to the topic of study. | Students generate questions that are relevant to the topic of study. | Students generate questions that may not be directly relevant to the topic. | Students generate questions that are marginally relevant to the topic. |
| 3.1.3. Develop a plan for researching a topic in a specific area of study | Students develop a research plan that is exhaustive and efficient. | Students develop a research plan that is thorough and practicable. | Students develop a research plan, but it is either not thorough or not practicable. | Students develop a research plan that is incomplete and not practicable. |
| ACCESSING INFORMATION | | | | |
| 3.1.4. Use relevant resource materials to access information; e.g., dictionaries, encyclopedias, videos, interviews, cassette recordings, Internet | Students make insightful selections of resource materials. | Students select relevant resource materials. | Students select some relevant resource materials. | Students select resource materials that are marginally relevant to their research. |
| EVALUATING RESEARCH INFORMATION | | | | |
| 3.1.5. Identify accurate information related to a selected research topic or project | Students always locate essential supporting information in sources. | Students consistently locate essential supporting information in sources. | Students sometimes locate essential supporting information in sources. | Students rarely locate essential supporting information in sources. |

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| <p>ORGANIZING RESEARCH INFORMATION</p> <p>3.1.6. Use note-taking strategies to organize information</p> <p>3.1.7. Develop and record information gathered; e.g., reports, brochures, posters, etc.</p> | <p>Students always use note-taking strategies to gather and record information.</p> | <p>Students consistently use note-taking strategies to gather and record information.</p> | <p>Students sometimes use note-taking strategies to gather and record information.</p> | <p>Students rarely use note-taking strategies to gather and record information.</p> |
| <p>PRESENTATION AND EVALUATION</p> <p>3.1.8. Assess research process and presentation based on certain criteria discussed through conferences with peers and/or teachers</p> <p>3.1.9. Evaluate a research process and presentation using a rubric</p> | <p>Students assess all aspects of the research process.</p> <p>Students make few if any errors when using a rubric to evaluate a research product.</p> | <p>Students assess all significant aspects of the research process.</p> <p>Students make no significant errors when using a rubric to evaluate a research product.</p> | <p>Students assess some significant aspects of the research process.</p> <p>Students make a few significant errors when using a rubric to evaluate research product.</p> | <p>Students assess very few significant aspects of the research process.</p> <p>Students make many significant errors when using a rubric to evaluate a research product.</p> |
| Grade 4 | | | | |
| <p>PLANNING RESEARCH</p> <p>4.1.1. Organize a research topic or issue in a specific area study using a research strategy</p> | <p>Students develop a sophisticated organizational framework that addresses all significant issues and many relevant details of their research topic.</p> | <p>Students develop an appropriate organizational framework to address all the significant issues related to their research topic.</p> | <p>Students develop an organizational framework, but it is either inappropriate or addresses only some of the significant issues related to their research topic.</p> | <p>Students develop an organizational framework, but it is inappropriate and addresses only some of the significant issues related to their research topic.</p> |
| <p>ACCESSING INFORMATION</p> <p>4.1.2. Use relevant resource materials to access information; e.g., dictionaries, encyclopedias, newspapers, magazines, videos, interview, cassette recordings, and Internet</p> | <p>Students make insightful selections of resource materials.</p> | <p>Students select relevant resource materials.</p> | <p>Students select some relevant resource materials.</p> | <p>Students select marginally relevant resource materials.</p> |
| <p>EVALUATING RESEARCH INFORMATION</p> <p>4.1.3. Use criteria to evaluate the accuracy of information; e.g., factual vs. fictional text</p> | <p>Students identify accurate and relevant information with few if any errors.</p> | <p>Students identify accurate and relevant information with no significant errors.</p> | <p>Students identify accurate and relevant information with a few significant errors.</p> | <p>Students identify accurate and relevant information with many significant errors.</p> |

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| ORGANIZING RESEARCH INFORMATION | | | | |
| 4.1.4. Use note-taking strategies to organize information | Students always use note-taking strategies. | Students consistently use note-taking strategies. | Students sometimes use note-taking strategies. | Students rarely use note-taking strategies. |
| 4.1.5. Compose basic research reports or presentations | Students use an extensive variety of graphic organizers to compose reports and presentations. | Students use a variety of graphic organizers to compose reports and presentations. | Students use some diverse graphic organizers to compose reports and presentations. | Students use very few graphic organizers to compose reports and presentations. |
| PRESENTATION AND EVALUATION | | | | |
| 4.1.6. Assess research process and presentation using information discussed in peer and/or teacher conferences | Students assess all aspects of the research process. | Students assess all significant aspects of the research process. | Students assess some significant aspects of the research process. | Students assess very few significant aspects of the research process. |
| 4.1.7. Evaluate a research process and presentation using a rubric based on certain criteria | Students use a rubric accurately and precisely to evaluate a research product. | Students use a rubric accurately to evaluate a research product. | Students use a rubric with a few inaccuracies to evaluate a research product. | Students use a rubric with many inaccuracies to evaluate a research product. |
| Grade 5 | | | | |
| PLANNING RESEARCH | | | | |
| 5.1.1. Generate connections between issues, texts, and topics of interest | Students always identify issues or topics of interest. | Students consistently identify issues or topics of interest. | Students sometimes identify issues or topics of interest. | Students rarely identify issues or topics of interest. |
| 5.1.2. Plan and use a research strategy | Students follow a well-thought out research strategy that is appropriate, given time and resource constraints. | Students follow a research strategy that is appropriate, given time and resource constraints. | Students follow a research strategy that is questionably appropriate, given time and resource constraints. | Students follow a research strategy that is inappropriate, given time and resource constraints. |

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| <p>ACCESSING INFORMATION</p> <p>5.1.3. Use relevant resource materials to access information; e.g., dictionaries, encyclopedias, newspapers, magazines, videos, interviews, cassette recordings, electronic databases, and Internet</p> | Students make insightful selections of resource materials. | Students select relevant resource materials. | Students select some relevant resource materials. | Students select marginally relevant resource materials. |
| <p>EVALUATING RESEARCH INFORMATION</p> <p>5.1.4. Use criteria to evaluate the accuracy of information; e.g., factual vs. fictional text, persuasive vs. informational</p> | Students identify accurate and relevant information with few if any errors. | Students identify accurate and relevant information with no significant errors. | Students identify accurate and relevant information with a few significant errors. | Students identify accurate and relevant information with many significant errors. |
| <p>ORGANIZING RESEARCH INFORMATION</p> <p>5.1.5. Use note-taking strategies to organize information that would include paraphrasing, summarizing, and identifying main concepts in information sources</p> <p>5.1.6. Create charts, outlines, and graphs to organize and record information in a simple format from a variety of sources</p> | Students always use note-taking strategies. | Students consistently use note-taking strategies. | Students sometimes use note-taking strategies. | Students rarely use note-taking strategies. |
| <p>PRESENTATION AND EVALUATION</p> <p>5.1.7. Assess research process and presentation by conferencing with peers and/or teacher</p> <p>5.1.8. Evaluate a research process and presentation using a rubric based on set criteria</p> | Students assess all aspects of the research process. | Students assess all significant aspects of the research process. | Students assess some significant aspects of the research process. | Students assess very few significant aspects of the research process. |
| | Students use a rubric accurately and precisely to evaluate a research product. | Students use a rubric accurately to evaluate a research product. | Students use a rubric with a few inaccuracies to evaluate a research product. | Students use a rubric with many inaccuracies to evaluate a research product. |

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| Grade 6 | | | | |
| PLANNING RESEARCH | | | | |
| 6.1.1. Pose relevant research questions | Students always pose relevant research questions. | Students consistently pose relevant research questions. | Students sometimes pose relevant research questions. | Students rarely pose relevant research questions. |
| ACCESSING INFORMATION | | | | |
| 6.1.2. Use sources that are appropriate for the research purpose | Students always select resources that are appropriate to the research purpose. | Students consistently select resources that are appropriate to the research purpose. | Students sometimes select resources that are appropriate to the research purpose. | Students rarely select resources that are appropriate to the research purpose. |
| EVALUATING RESEARCH INFORMATION | | | | |
| 6.1.3. Differentiate between accurate and inaccurate information | Students differentiate between accurate and inaccurate information, with few if any errors. | Students differentiate between accurate and inaccurate information, with no significant errors. | Students differentiate between accurate and inaccurate information, with few significant errors. | Students differentiate between accurate and inaccurate information, with many significant errors. |
| ORGANIZING RESEARCH INFORMATION | | | | |
| 6.1.4. Use information from several sources | Students present information from an extensive variety of sources. | Students present information from a variety of sources. | Students present information from some sources. | Students present information from very few sources. |
| PRESENTATION | | | | |
| 6.1.5. Write a research report | Students use appropriate methods to write a research report with few if any errors. | Students use appropriate methods to write a research report with no significant errors. | Students use inappropriate methods to write a research report with a few significant or many minor errors. | Students use inappropriate methods to write a research report with many significant errors. |

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| EVALUATING THE RESEARCH PROCESS | | | | |
| 6.1.6. Assess research process | Students evaluate the research process and a research product with few if any errors. | Students evaluate the research process and a research product with no significant errors. | Students evaluate the research process and a research product with a few significant or many minor errors. | Students evaluate the research process and a research product with many significant errors. |
| 6.1.7. Evaluate a research product using a rubric | | | | |
| Grade 7 | | | | |
| PLANNING RESEARCH | | | | |
| 7.1.1. Generate and evaluate questions relevant to research topic | Students always evaluate their own research questions for relevance. | Students consistently evaluate their own research questions for relevance. | Students sometimes evaluate their own research questions for relevance. | Students rarely evaluate their own research questions for relevance. |
| ACCESSING INFORMATION | | | | |
| 7.1.2. Use a variety of sources, such as computer catalogs, magazines, and newspapers, to access information | Students use an extensive variety of sources. | Students use a variety of sources. | Students use some sources. | Students use very few sources. |
| EVALUATING RESEARCH INFORMATION | | | | |
| 7.1.3. Question the accuracy and relevance of information | Students always question the accuracy and relevance of information. | Students consistently question the accuracy and relevance of information. | Students sometimes question the accuracy and relevance of information. | Students rarely question the accuracy and relevance of information. |
| ORGANIZING RESEARCH INFORMATION | | | | |
| 7.1.4. Organize research information | Students use multiple appropriate and efficient methods to organize information. | Students use an appropriate and efficient method to organize information. | Students use either inappropriate or inefficient methods to organize information. | Students use both inappropriate and inefficient methods to organize information. |
| 7.1.5. Present research findings, including information and evidence from a variety of sources | Students present information from an extensive variety of sources. | Students present information from a variety of sources. | Students present information from some sources. | Students present information from very few sources. |

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| 7.1.6. Arrange sources in bibliographical format | Students arrange sources in bibliographical format with few if any errors | Students arrange sources in bibliographical format with no significant errors. | Students arrange sources in bibliographical format with a few significant errors. | Students arrange sources in bibliographical format with many significant errors. |
| PRESENTATION | | | | |
| 7.1.7. Write a research report using a thesis statement | Students write a research report using a thesis statement with few if any errors. | Students write a research report using a thesis statement with no significant errors. | Students write a research report using a thesis statement with a few significant or many minor errors. | Students write a research report using a thesis statement with many significant errors. |
| EVALUATE THE RESEARCH | | | | |
| 7.1.8. Evaluate the research process | Students evaluate the research process and a research product with few if any errors. | Students evaluate the research process and a research product with no significant errors. | Students evaluate the research process and a research product with a few significant or many minor errors. | Students evaluate the research process and a research product with many significant errors. |
| 7.1.9. Evaluate a research product using a rubric | | | | |
| Grade 8 | | | | |
| PLANNING RESEARCH | | | | |
| 8.1.1. Use questions to narrow research topic | Students form insightful questions to narrow a research topic. | Students form relevant questions to narrow a research topic. | Students form questions that may not be directly relevant or do not help narrow a research topic. | Students form questions that are irrelevant and do not help narrow a research topic. |
| ACCESSING INFORMATION | | | | |
| 8.1.2. Use a variety of primary and/or secondary sources to access information; i.e., computer catalogs, magazines, newspapers, and primary sources | Students use an extensive variety of sources. | Students use a variety of sources. | Students use some sources. | Students use very few sources. |
| EVALUATING RESEARCH INFORMATION | | | | |

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| <p>8.1.3. Evaluate sources that present different perspectives; e.g., by identifying sources of bias and distinguishing between primary and secondary sources</p> <p>ORGANIZING AND PRESENTING RESEARCH INFORMATION</p> | Students almost always examine sources that present different perspectives. | Students consistently examine sources that present different perspectives. | Students sometimes examine sources that present different perspectives. | Students rarely examine sources that present different perspectives. |
| <p>8.1.4. Use information from multiple sources when presenting research findings to defined audiences</p> <p>PRESENTATION</p> | Students present research findings from an extensive variety of sources in a manner appropriate to the defined audience. | Students present research findings from a variety of sources in a manner appropriate to the defined audience. | Students present research findings from some sources in a manner appropriate to the defined audience. | Students present research findings from very few sources in a manner appropriate to the defined audience. |
| <p>8.1.5. Write a research report using a thesis</p> <p>EVALUATE THE RESEARCH</p> | Students write a research report using a thesis with few if any errors. | Students write a research report using a thesis with no significant errors. | Students write a research report using a thesis with a few significant or many minor errors. | Students write a research report using a thesis with many significant errors. |
| <p>8.1.6. Evaluate the research process</p> <p>8.1.7. Evaluate a research product using a rubric</p> | Students evaluate the research process and a research product with few if any errors. | Students evaluate the research process and a research product with no significant errors. | Students evaluate the research process and a research product with a few significant or many minor errors. | Students evaluate the research process and a research product with many significant errors. |
| Grade 9 | | | | |
| <p>RESEARCH PLANNING</p> | | | | |
| <p>9.1.1. Choose a broad topic, state the problem, or question</p> | Students choose thought-provoking topics and articulate an insightful problem statement or question. | Students choose relevant topics and articulate a problem statement or question. | Students choose a topic, but articulate a problem statement or question that may not be directly relevant to the topic. | Students choose irrelevant topics and have difficulty generating a problem statement or question relevant to the topic. |

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| <p>9.1.2 Formulate a preliminary thesis statement</p> <p>ACCESSING INFORMATION</p> <p><i>No benchmark expectations at this level</i></p> <p>EVALUATING RESEARCH INFORMATION</p> | Students formulate a relevant and insightful preliminary thesis statement. | Students formulate a relevant preliminary thesis statement. | Students formulate a preliminary thesis statement that is either implausible or irrelevant. | Students formulate a preliminary thesis statement that is both implausible and irrelevant. |
| 9.1.3 Cross-reference information | Students always cross-reference information. | Students consistently cross-reference information. | Students sometimes cross-reference information. | Students rarely cross-reference information. |
| 9.1.4. Evaluate relevancy of information | Students always evaluate the relevancy of information. | Students consistently evaluate the relevancy of information. | Students sometimes evaluate the relevancy of information. | Students rarely evaluate the relevancy of information. |
| <p>ORGANIZING RESEARCH INFORMATION</p> <p>9.1.5. Organize information from a variety of sources; e.g., chronological</p> | Students use multiple appropriate and efficient methods to organize information from a variety of sources. | Students use an appropriate and efficient method to organize information from a variety of sources. | Students use either an inappropriate or inefficient method to organize information from a variety of sources. | Students use both an inappropriate and inefficient method to organize information from a variety of sources. |
| 9.1.6 Summarize information | Students address the significant information and some subtleties in their summary. | Students address the significant information in their summary. | Students address some significant information in their summary. | Students address very little significant information in their summary. |
| 9.1.7. Identify and avoid plagiarism | Students always use appropriate methods to avoid plagiarism. | Students consistently use appropriate methods to avoid plagiarism. | Students sometimes use appropriate methods to avoid plagiarism. | Students rarely use appropriate methods to avoid plagiarism. |

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| 9.1.8. Use primary and secondary sources | Students use an extensive variety of secondary sources and some primary sources. | Students use a variety of secondary sources and a primary source. | Students use some secondary sources. | Students use very few secondary sources. |
| 9.1.9 Use graphic organizer | Students use an extensive variety of graphic organizers. | Students use a variety of graphic organizers. | Students use some variety of graphic organizers. | Students use very few graphic organizers. |
| PRESENTATION | | | | |
| 9.1.10 Write research papers and presentations using a thesis and organized information | Students write research papers and presentations that are organized and use a thesis with few if any errors. | Students write research reports and presentations that are organized and use a thesis with no significant errors. | Students write research reports and presentations with a few significant or many minor errors. | Students write research reports and presentations with many significant errors. |
| EVALUATING THE RESEARCH PROCESS | | | | |
| <i>No benchmark expectations at this level</i> | | | | |
| Grade 10 | | | | |
| RESEARCH PLANNING | | | | |
| 10.1.1. Form questions to focus research | Students form insightful questions to focus research. | Students form relevant questions to focus research. | Students form questions that may not be either directly relevant or do not help to focus research. | Students form questions that are both irrelevant and do not help to focus research. |
| ACCESSING INFORMATION | | | | |
| 10.1.2. Know ways to effectively search electronic databases; e.g., defining key terms and using limiters to focus a search | Students know an extensive variety of ways to effectively search electronic databases. | Students know a variety of ways to effectively search electronic databases. | Students know some ways to search electronic databases. | Students know very few ways to search electronic databases. |
| 10.1.3. Gather reliable information to support a thesis | Students gather an extensive variety of reliable information that appropriately supports a thesis. | Students gather reliable information that appropriately supports a thesis. | Students gather information that is unreliable or does not support a thesis. | Students gather information that is unreliable and does not support a thesis. |

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| EVALUATING RESEARCH INFORMATION | | | | |
| 10.1.4. Use relevant information | Students always use relevant information. | Students consistently use relevant information. | Students sometimes use irrelevant information. | Students rarely use relevant information. |
| ORGANIZING AND PRESENTING RESEARCH INFORMATION | | | | |
| 10.1.5. Organize information from a variety of sources into a unified whole | Students effectively and creatively organize information from an extensive variety of sources into a unified whole. | Students effectively organize information from a variety of sources into a unified whole. | Students organize information from some sources into a unified whole. | Students ineffectively organize information. |
| 10.1.6. Use a style sheet, such as MLA or APA, for citing primary and secondary sources | Students use a style sheet for citing primary and secondary sources with few if any minor errors. | Students use a style sheet for citing primary and secondary sources with no significant errors. | Students use a style sheet for citing primary and secondary sources with a few significant or many minor errors. | Students use a style sheet for citing primary and secondary sources with many significant errors. |
| 10.1.7. Paraphrase information | Students address significant information and some subtleties when they paraphrase information. | Students address significant information when they paraphrase information. | Students address some significant information when they paraphrase information. | Students address very little significant information when they paraphrase information. |
| 10.1.8. Use note cards | Students always use note cards effectively. | Students consistently use note cards effectively. | Students sometimes use note cards ineffectively. | Students rarely use note cards effectively. |
| 10.1.9. Develop an outline | Students develop an outline that effectively organizes an extensive variety of information and ideas. | Students develop an outline that effectively organizes a variety of information and ideas. | Students develop an outline that either ineffectively organizes information or that organizes a limited amount of information. | Students develop an outline that ineffectively organizes a limited amount of information. |

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| PRESENTATION | | | | |
| 10.1.10. Write a research paper | Students use appropriate methods to write a research paper with few if any errors. | Students use appropriate methods to write a research paper with no significant errors. | Students use inappropriate methods to write a research paper with a few significant or many minor errors. | Students use inappropriate methods to write a research paper with many significant errors. |
| 10.1.11. Present research information; e.g., informative speech, PowerPoint presentation, video presentation | Students effectively present research information with few if any errors. | Students effectively present research information with no significant errors. | Students present research information either ineffectively or with a few significant errors. | Students present research information both ineffectively and with many significant errors. |
| Grade 11 | | | | |
| RESEARCH PLANNING | | | | |
| 11.1.1. Research topics independently using appropriate sources | Students research complex topics independently using an extensive variety of appropriate sources. | Students research topics independently using a variety of appropriate sources. | Students research topics with some teacher assistance or with only some appropriate sources. | Students research topics with teacher assistance and with very few appropriate sources. |
| ACCESSING INFORMATION | | | | |
| 11.1.2. Evaluate and incorporate information from primary sources; e.g., interviews and surveys | Students effectively and consistently evaluate and incorporate information from primary sources. | Students consistently evaluate and incorporate information from primary sources. | Students sometimes evaluate and incorporate information from primary sources. | Students rarely evaluate and incorporate information from primary sources. |
| EVALUATING RESEARCH INFORMATION | | | | |
| 11.1.3. Evaluate reliability, validity, comprehensiveness, author's bias, and author's expertise | Students evaluate information based on many significant aspects of reliability, validity, comprehensive-ness, author's bias, and author's expertise. | Students evaluate information based on the most significant aspects of reliability, validity, comprehensive-ness, author's bias, and author's expertise. | Students evaluate information based on some of the significant aspects of reliability, validity, comprehensive-ness, author's bias, and author's expertise. | Students evaluate information based on very few aspects of reliability, validity, comprehensive-ness, author's bias, and author's expertise. |

Standard 1: Students engage in the research process.

| Benchmark Expectations | PROFICIENCY DESCRIPTOR | | | |
|--|---|---|---|--|
| | ADVANCED PROFICIENT | PROFICIENT | PARTIALLY PROFICIENT | NOVICE |
| <p>11.1.4. Verify the quality, accuracy, and usefulness of information</p> <p>ORGANIZING RESEARCH INFORMATION</p> | Students always verify the quality, accuracy, and usefulness of information. | Students consistently verify the quality, accuracy, and usefulness of information. | Students sometimes verify the quality, accuracy, and usefulness of information. | Students rarely verify the quality, accuracy, and usefulness of information. |
| <p>11.1.5. Synthesize information in a logical sequence</p> | Students synthesize all information in a logical sequence. | Students synthesize all significant information in a logical sequence. | Students synthesize some significant information in a logical sequence. | Students synthesize information in an illogical sequence. |
| <p>11.1.6. Use quotations effectively</p> <p>PRESENTATION</p> <p><i>No benchmark expectations at this level</i></p> | Students use all quotations effectively. | Students use most quotations effectively. | Students use some quotations effectively. | Students use very few quotations effectively. |
| <p>EVALUATING RESEARCH PROCESS</p> | | | | |
| <p>11.1.7. Evaluate the research process and develop strategies for improving it; e.g., correct use of research format, accuracy of research, organization of information and use of sources</p> | Students insightfully evaluate the research process and develop appropriate strategies for improving it. | Students effectively evaluate the research process and develop appropriate strategies for improving it. | Students either superficially evaluate or develop appropriate strategies for improving it. | Students have difficulty both evaluating the research process and developing appropriate strategies for improving it. |
| Grade 12 | | | | |
| <p>RESEARCH PLANNING</p> | | | | |
| <p>12.1.1. Plan a research strategy</p> | 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. |
| <p>12.1.2. Determine purpose; e.g., inform, persuade</p> | | | | |
| <p>12.1.3. Develop a research question</p> | | | | |

Standard 1: Students engage in the research process.

| Benchmark Expectations | PROFICIENCY DESCRIPTOR | | | |
|---|---|---|--|--|
| | ADVANCED PROFICIENT | PROFICIENT | PARTIALLY PROFICIENT | NOVICE |
| <p>ACCESSING INFORMATION</p> <p><i>No benchmark expectations at this level</i></p> | | | | |
| <p>ORGANIZING RESEARCH INFORMATION</p> <p>12.1.4. Defend research paper or project</p> | <p>Students thoughtfully defend research paper or project with ease.</p> | <p>Students defend research paper or project with minimal difficulty.</p> | <p>Students defend research paper or project with difficulty.</p> | <p>Students defend research paper or project with great difficulty.</p> |
| <p>PRESENTATION</p> <p><i>No benchmark expectations at this level</i></p> | | | | |
| <p>EVALUATING RESEARCH PROCESS</p> <p>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</p> | <p>Students evaluate their research process with insight and apply research strategies appropriate to an extensive variety of purposes.</p> | <p>Students evaluate their research process effectively and apply research strategies appropriate to a variety of purposes.</p> | <p>Students evaluate their research process somewhat effectively and apply research strategies appropriate to some purposes.</p> | <p>Students evaluate their research process ineffectively and/or cannot apply research strategies for even a limited number of purposes.</p> |