

North Dakota English Language Arts Content and Achievement Standards

Standard 6

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North Dakota Department of Public Instruction

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Standard 6: Students understand and use principles of language

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Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Kindergarten				
LANGUAGE CONVENTIONS/MECHANICS				
K.6.1. Use sentences to convey a message	Students add meaningful details to complete sentences to convey a message.	Students consistently use complete sentences and add some details to convey a message.	Students sometimes use complete sentences to convey a message.	Students rarely use complete sentences to convey a message.
K.6.2. Use conventions of punctuation, i.e., period	Students use developmentally-appropriate conventions of punctuation, with few if any errors.	Students use developmentally-appropriate conventions of punctuation, with no significant errors.	Students use developmentally-appropriate conventions of punctuation, with a few significant errors.	Students use developmentally-appropriate conventions of punctuation, with many significant errors.
K.6.3. Use pre-phonemic knowledge, letter sounds, knowledge of letter names, and commonly used words to spell independently	Students use developmentally-appropriate principles of spelling with few if any errors.	Students use developmentally-appropriate principles of spelling with no significant errors.	Students use developmentally-appropriate principles of spelling with a few errors.	Students use developmentally-appropriate principles of spelling with many errors.
Grade 1				
LANGUAGE CONVENTIONS/MECHANICS				
1.6.1. Use sentences to convey a message	Students add meaningful details to complete sentences to convey a message.	Students consistently use complete sentences with details to convey a message.	Students sometimes use complete sentences to convey a message.	Students rarely use complete sentences to convey a message.
1.6.2. Use developmentally-appropriate parts of speech; i.e., proper and common nouns, singular and plural nouns, pronouns, and verbs	Students use developmentally-appropriate parts of speech with few if any errors.	Students use developmentally-appropriate parts of speech with no significant errors.	Students use developmentally-appropriate parts of speech with a few significant errors.	Students use developmentally-appropriate parts of speech with many significant errors.

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1.6.3. Use developmentally-appropriate capitalization; i.e., proper nouns, beginning of sentences, titles	Students use developmentally-appropriate conventions of capitalization with few if any errors.	Students use developmentally-appropriate conventions of capitalization with no significant errors.	Students use developmentally-appropriate conventions of capitalization with a few significant errors.	Students rarely use developmentally-appropriate conventions of capitalizations.
1.6.4. Use developmentally-appropriate conventions of punctuation; i.e., period, comma, question mark, exclamation marks	Students use developmentally-appropriate conventions of punctuation with few if any errors.	Students use developmentally-appropriate conventions of punctuation with no significant errors.	Students use developmentally-appropriate conventions of punctuation with a few significant errors.	Students rarely use developmentally-appropriate conventions of punctuation.
1.6.5. Use developmentally-appropriate principles of spelling; i.e., inventive spelling, commonly used words in writing	Students use developmentally-appropriate principles of spelling with few if any errors.	Students use developmentally-appropriate principles of spelling with no significant errors.	Students use developmentally-appropriate principles of spelling with a few significant errors.	Students rarely use developmentally-appropriate principles of spelling.
Grade 2				
LANGUAGE CONVENTIONS/MECHANICS				
2.6.1. Use sentences to convey a message	Students use sentences to convey a message with few if any errors.	Students use sentences to convey a message with no significant errors.	Students use sentences to convey a message with a few significant or many minor errors.	Students rarely use sentences to convey a message.
2.6.2. Use parts of speech; i.e., proper and common nouns, pronouns, verbs, adjectives, adverbs	Students are highly effective at using parts of speech with few if any errors.	Students effectively use parts of speech with no significant errors.	Students use parts of speech with a few significant errors.	Students use parts of speech with many significant errors.
2.6.3. Recognize the subject and predicate of a sentence	Students recognize subject and predicate with few if any errors.	Students recognize subject and predicate with no significant errors.	Students recognize subject and predicate with a few significant errors.	Students rarely recognize subjects and predicates.
2.6.4. Use capitalization; i.e., proper nouns, beginning of sentences, titles	Students use conventions of capitalization with few if any errors.	Students use conventions of capitalization with no significant errors.	Students use capitalization with a few significant errors.	Students rarely use capitalization.

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2.6.5. Use conventions of punctuation; i.e., period, question mark, exclamation marks, commas, quotation marks	Students use conventions of punctuation with few if any errors.	Students use punctuation with no significant errors.	Students use punctuation with a few significant errors.	Students rarely use conventions of punctuation.
2.6.6. Use principles of spelling	Students use principles of spelling with few if any errors.	Students use principles of spelling with no significant errors.	Students use principles of spelling with a few significant errors.	Students use principles of spelling with many significant errors.
Grade 3				
LANGUAGE CONVENTIONS/MECHANICS				
3.6.1. Use parts of speech; i.e., noun, verb, pronoun, adjective, adverb, prepositions, and conjunctions	Students use parts of speech, subjects/ predicates, and verb tenses in written and oral message with ease.	Students use parts of speech, subjects/ predicates, and verb tenses in written and oral message with minimal difficulty.	Students use parts of speech, subjects/ predicates, and verb tenses in written and oral message with difficulty.	Students use parts of speech, subject/ predicates, and verb tenses in written and oral message with great difficulty.
3.6.2. Use subjects and predicates in simple and compound sentences				
3.6.3. Use verb tenses; i.e., past, present, future				
3.6.4. Use capitalization; i.e., proper nouns, titles of books, magazines	Students use conventions of capitalization with few if any errors.	Students use conventions of capitalization with no significant errors.	Students use conventions of capitalization with few significant errors.	Students use conventions of capitalization with many significant errors.
3.6.5. Use conventions of punctuation; i.e., ending punctuation, commas-in a series, with a conjunction, dates, city and state, greeting and closing of a letter, direct quotations, and titles of books	Students use conventions of punctuation with few if any errors.	Students use conventions of punctuation with no significant errors.	Students use conventions of punctuation with few significant errors.	Students use conventions of punctuation with many significant errors.
3.6.6. Use principles of spelling; e.g., double final consonant following short vowel, contractions, homophones	Students use conventions of spelling with few if any errors.	Students use conventions of spelling with no significant errors.	Students use conventions of spelling with few significant errors.	Students use conventions of spelling with many errors.

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<p>FIGURATIVE LANGUAGE</p> <p>3.6.7. Use and interpret similes, metaphors, onomatopoeia and alliteration in oral and written messages</p>	<p>Students use similes, metaphors, onomatopoeia, and alliteration in written and oral messages with few if any errors.</p>	<p>Students use similes, metaphors, onomatopoeia, and alliteration in written and oral messages with no significant errors.</p>	<p>Students use similes, metaphors, onomatopoeia, and alliteration in written and oral messages with few significant errors.</p>	<p>Students use similes, metaphors, onomatopoeia, and alliteration in written and oral messages with many significant errors.</p>
Grade 4				
<p>LANGUAGE CONVENTIONS/MECHANICS</p> <p>4.6.1. Use parts of speech; i.e., regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions</p> <p>4.6.2. Use subjects and predicates in simple and compound sentences</p> <p>4.6.3. Use appropriate verb tenses</p> <p>4.6.4. Use capitalization; e.g., proper nouns, titles of books, magazines, newspapers, musical compositions</p> <p>4.6.5. Use conventions of punctuation; i.e., ending punctuation, commas – with a conjunction and contractions, apostrophes in the possessive, underlining, quotation marks, italics for titles of documents, parentheses</p> <p>4.6.6. Use principles of spelling; e.g., double final consonant following short vowel, roots, suffixes, prefixes</p>	<p>Students use parts of speech, subject/ predicates, and verb tenses with few if any errors.</p> <p>Students use conventions of capitalization with few if any errors.</p> <p>Students use conventions of punctuation with few if any errors.</p> <p>Students use principles of spelling with few if any errors.</p>	<p>Students accurately use parts of speech, subject/ predicates, and verb tenses with no significant errors.</p> <p>Students use conventions of capitalization with no significant errors.</p> <p>Students use conventions of punctuation with no significant errors.</p> <p>Students use principles of spelling with no significant errors.</p>	<p>Students attempt to use parts of speech, subject/ predicates, and verb tenses with a few significant errors.</p> <p>Students use conventions of capitalization with few significant errors.</p> <p>Students use conventions of punctuation with few significant errors.</p> <p>Students use principles of spelling with few significant errors.</p>	<p>Students use parts of speech, subject/ predicates, and verb tenses with many significant errors.</p> <p>Students use conventions of capitalization with many significant errors.</p> <p>Students use conventions of punctuation with many significant errors.</p> <p>Students use principles of spelling with many errors.</p>

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FIGURATIVE LANGUAGE				
4.6.7. Use and interpret the meaning of similes, metaphors, alliteration, onomatopoeia, and idioms	Students almost always use and understand similes, metaphors, onomatopoeia, idioms, and alliteration.	Students consistently use and understand similes, metaphors, onomatopoeia, idioms, and alliteration.	Students sometimes use and understand similes, metaphors, onomatopoeia, idioms, and alliteration.	Students rarely use and understand similes, metaphors, onomatopoeia, idioms, and alliteration.
Grade 5				
CONVENTIONS/MECHANICS				
5.6.1. Use parts of speech; i.e., noun, verb, adjective, adverb, prepositions, conjunctions, and interjections	Students use parts of speech, subject/ predicates, and verb tenses with few if any errors.	Students accurately use parts of speech, subject/ predicates, and verb tenses with no significant errors.	Students attempt to use parts of speech, subject/ predicates, and verb tenses with few significant errors.	Students use parts of speech, subject/ predicates, and verb tenses with many significant errors.
5.6.2. Use subjects and predicates in simple, compound, and complex sentences				
5.6.3. Use conventions of grammar related to parts of speech, including verb tenses, modifiers, and pronouns				
5.6.4. Use capitalization; e.g., proper nouns, titles of books, magazines, special events, the first word in quotations when appropriate	Students use conventions of capitalization with few if any errors.	Students use conventions of capitalization with no significant errors.	Students use conventions of capitalization with few significant errors.	Students use conventions of capitalization with many significant errors.
5.6.5. Use conventions of punctuation; i.e., ending punctuation, apostrophes in the possessive case, colon to introduce a list, use of semicolons to connect independent clauses	Students use conventions of punctuation with few if any errors.	Students use conventions of punctuation with no significant errors.	Students use conventions of punctuation with few significant errors.	Students use conventions of punctuation with many significant errors.
5.6.6. Use principles of spelling; e.g., double final consonant following short vowel, Greek/Latin roots	Students use principles of spelling with few if any errors.	Students use principles of spelling with no significant errors.	Students use principles of spelling with few significant errors.	Students use principles of spelling with many errors.

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<p>FIGURATIVE LANGUAGE</p> <p>5.6.7. Use and interpret similes, metaphors, alliterations, idioms, onomatopoeia, and personification</p>	<p>Students almost always use and understand similes, metaphors, onomatopoeia, idioms, and alliteration.</p>	<p>Students consistently use and understand similes, metaphors, onomatopoeia, idioms, and alliteration.</p>	<p>Students sometimes use and understand similes, metaphors, onomatopoeia, idioms, and alliteration.</p>	<p>Students rarely use and understand similes, metaphors, onomatopoeia, idioms, and alliteration.</p>
Grade 6				
<p>LANGUAGE CONVENTIONS/MECHANICS</p> <p>6.6.1. Use grade-appropriate conventions of sentence structure; i.e., simple, compound sentences, fragments, run-ons and declarative, interrogative, imperative, exclamatory</p> <p>6.6.2. Use grade-appropriate conventions of grammar; i.e., eight parts of speech and simple and perfect tense</p> <p>6.6.3. Use grade-appropriate mechanics and usage; i.e., Capitalization: I, Proper Nouns, Proper Adjectives, and in sentences; Punctuation; end marks, quotation marks in dialogue, comma in a compound sentence, items in series, apostrophe, Usage: homonyms, spelling strategies for grade appropriate conventions of spelling</p>	<p>Students use grade-appropriate conventions of sentence structure with few if any minor errors.</p> <p>Students use grade-appropriate conventions of grammar with few if any minor errors.</p> <p>Students use grade-appropriate conventions of mechanics and usage with few if any minor errors.</p>	<p>Students use grade-appropriate conventions of sentence structure with no significant errors.</p> <p>Students use grade-appropriate conventions of grammar with no significant errors.</p> <p>Students use grade-appropriate conventions of mechanics and usage with no significant errors.</p>	<p>Students use grade-appropriate conventions of sentence structure with a few significant errors.</p> <p>Students use grade-appropriate conventions of grammar with a few significant errors.</p> <p>Students use grade-appropriate conventions of mechanics and usage with a few significant errors.</p>	<p>Students use grade-appropriate conventions of sentence structure with many significant errors.</p> <p>Students use grade-appropriate conventions of grammar with many significant errors.</p> <p>Students use grade-appropriate conventions of mechanics and usage with many significant errors.</p>
<p>FIGURATIVE LANGUAGE</p> <p>6.6.4. Identify and use similes, metaphors, idioms, alliteration, personification, and onomatopoeia</p>	<p>Students identify and use figurative language with few if any minor errors.</p>	<p>Students identify and use figurative language with no significant errors.</p>	<p>Students identify and use figurative language with a few significant errors.</p>	<p>Students identify and use figurative language with many significant errors.</p>

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Grade 7				
LANGUAGE CONVENTIONS/MECHANICS				
7.6.1. Use grade-appropriate conventions of grammar; i.e., Capitalization: dialogue, title of people and things; Punctuation: commas, quotation marks, apostrophes, colons/business letters and in time, underlining/italicizing; Usage: double negatives	Students use grade-appropriate conventions of grammar with few if any minor errors.	Students use grade-appropriate conventions of grammar with no significant errors.	Students use grade-appropriate conventions of grammar with a few significant errors.	Students use grade-appropriate conventions of grammar with many significant errors.
7.6.2. Use sentence structure; i.e., simple, compound, complex	Students use a variety of sentence structures in creative ways with few if any minor errors.	Students use a variety of sentence structures with no significant errors.	Students use a variety of sentence structures with a few significant errors.	Students use a variety of sentence structures with many significant errors.
7.6.3. Use grade-appropriate mechanics and usage; i.e., capitalization	Students use grade-appropriate conventions of mechanics and usage with few if any minor errors.	Students use grade-appropriate conventions of mechanics and usage with no significant errors.	Students use grade-appropriate conventions of mechanics and usage with a few significant errors.	Students use grade-appropriate conventions of mechanics and usage with many significant errors.
LITERARY ELEMENTS AND TECHNIQUES				
7.6.4. Use figurative language; i.e., simile, metaphor, alliteration, personification, onomatopoeia, and hyperbole	Students identify and use figurative language with few if any minor errors.	Students identify and use figurative language with no significant errors.	Students identify and use figurative language with a few significant errors.	Students identify and use figurative language with many significant errors.
Grade 8				
LANGUAGE CONVENTIONS/MECHANICS				
8.6.1. Use varied sentence structure; i.e., simple, compound, complex, and inverted order	Students use a variety of sentence structures in creative ways and with few if any minor errors.	Students use a variety of sentence structures with no significant errors.	Students use a variety of sentence structures with few significant errors.	Students use a variety of sentence structures with many significant errors.

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8.6.2. Use conventions of grammar related to parts of speech; i.e., verbs progressive tense, complements	Students use grade-appropriate conventions of grammar with few if any minor errors.	Students use grade-appropriate conventions of grammar with no significant errors.	Students use grade-appropriate conventions of grammar with few significant errors.	Students use grade-appropriate conventions of grammar with many significant errors.
8.6.3. Use grade-appropriate mechanics and usage; i.e., Capitalization: publications and in letters; Punctuation: commas, semi colons, colons, quotation marks, underlining, hyphens, apostrophes; Usage: misplaced modifiers	Students use grade-appropriate conventions of mechanics and usage with few if any minor errors.	Students use grade-appropriate conventions of mechanics and usage with no significant errors.	Students use grade-appropriate conventions of mechanics and usage with a few significant errors.	Students use grade-appropriate conventions of mechanics and usage with many significant errors.
LANGUAGE CONTEXT				
8.6.4. Identify social differences in language; e.g., the use of slang, cliché, and formal and informal styles	Students identify social differences in language with few if any minor errors.	Students identify social differences in language with no significant errors.	Students identify social differences in language with a few significant errors.	Students identify social differences in language with many significant errors.
8.6.5. Identify cultural and regional differences in language use; e.g., different dialects and language diversity	Students identify cultural and regional differences in language with few if any significant errors.	Students identify cultural and regional differences in language with no significant errors.	Students identify cultural and regional differences in language with a few significant errors.	Students identify cultural and regional differences in language with many significant errors.
8.6.6. Locate examples of professional uses of language including jargon and formal styles	Students identify examples of professional uses of language with few if any minor errors.	Students identify examples of professional uses of language with no significant errors.	Students identify examples of professional uses of language with a few significant errors.	Students identify examples of professional uses of language with many significant errors.
LITERARY ELEMENTS AND TECHNIQUES				
8.6.7. Use figurative language including simile, metaphor, alliteration, personification, onomatopoeia, hyperbole, and point of view	Students use figurative language with few if any minor errors.	Students use figurative language with no significant errors.	Students use figurative language with a few significant errors.	Students use figurative language with many significant errors.

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Grade 9				
LANGUAGE CONVENTIONS/MECHANICS				
9.6.1. Identify conventions of grammar related to sentence structure; i.e., sentence reduction, parallel structure, elliptical clauses, conjunctions, and clausal and phrasal patterns	Students identify conventions of grammar related to sentence structure with few if any errors.	Students identify conventions of grammar related to sentence structure with no significant errors.	Students identify conventions of grammar related to sentence structure with a few significant or many minor errors.	Students identify conventions of grammar related to sentence structure with many significant errors.
9.6.2. Use conventions of grammar related to parts of speech; i.e., verb tense and agreement	Students use conventions of grammar related to parts of speech to enhance meaning with few if any errors.	Students use conventions of grammar related to parts of speech with no significant errors.	Students use conventions of grammar related to parts of speech with a few significant or many minor errors.	Students use conventions of grammar related to parts of speech with many significant errors.
9.6.3. Use conventions of punctuation	Students correctly use conventions of punctuation to enhance meaning with no errors.	Students correctly use conventions of punctuation with no significant errors.	Students use conventions of punctuation with a few significant or many minor errors.	Students use conventions of punctuation with many significant errors.
LITERARY ELEMENTS AND TECHNIQUES				
9.6.4. Identify idiomatic language and figurative language; i.e., allusion, analogy, hyperbole, irony, personification, oxymoron, and paradox	Students identify figurative language and idiomatic language with no errors.	Students identify figurative language and idiomatic language with no significant errors.	Students identify figurative language and idiomatic language with a few significant or many minor errors.	Students identify figurative language and idiomatic language with many significant errors.
9.6.5. Identify the use of sound patterns in language; i.e., alliteration, assonance and consonance	Students identify the use of sound patterns in language with no errors.	Students identify the use of sound patterns in language with no significant errors.	Students identify the use of sound patterns in language with a few significant or many minor errors.	Students identify the use of sound patterns in language with many significant errors.

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<p>9.6.6. Interpret symbolism</p> <p>LANGUAGE CONTEXT</p>	Students provide insightful interpretations of symbolism and point to support for their interpretations.	Students provide reasonable interpretations of symbolism and point to support for their interpretations.	Students provide either implausible interpretations of symbolism or cannot point to support for their interpretations.	Students provide both implausible and unsupported interpretations of symbolism.
9.6.7. Locate cultural differences in language; i.e., colloquialisms, regional and ethnic dialects, and indigenous vocabulary	Students locate cultural differences in language with ease.	Students locate cultural differences in language with minimal difficulty.	Students locate cultural differences in language with difficulty.	Students locate cultural differences in language with great difficulty.
9.6.8. Identify gender perspectives in language; i.e., biased language	Students identify gender perspective in language with ease.	Students identify gender perspective in language with minimal difficulty.	Students identify gender perspective in language with difficulty.	Students identify gender perspective in language with great difficulty.
Grade 10				
LANGUAGE CONVENTIONS/MECHANICS				
10.6.1. Use conventions of grammar related to sentence structure; i.e., sentence reduction, parallel structure, elliptical clauses, conjunctions, and clausal and phrasal patterns	Students use conventions of grammar related to sentence structure with few if any errors.	Students use conventions of grammar related to sentence structure with no significant errors.	Students use conventions of grammar related to sentence structure with a few significant or many minor errors.	Students use conventions of grammar related to sentence structure with many significant errors.
LITERARY ELEMENTS AND TECHNIQUES				
10.6.2. Analyze figurative language; i.e., allusion, analogy, hyperbole, irony, personification, oxymoron, and paradox	Students insightfully analyze figurative language.	Students effectively perform an analysis of the use of figurative language.	Students somewhat effectively analyze the use of figurative language.	Students ineffectively analyze figurative language.

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<p>10.6.3. Interpret the use of sound patterns in language; i.e., alliteration, assonance, and consonance</p> <p>LANGUAGE CONTEXT</p> <p>10.6.4. Critique cultural differences in language; e.g., colloquialisms, regional and ethnic dialects, and indigenous vocabulary</p> <p>10.6.5. Critique gender perspectives in language; i.e., biased language</p>	<p>Students interpret the use of sound patterns in language with few if any errors.</p> <p>Students insightfully critique how cultural differences and gender perspectives are reflected in language.</p>	<p>Students interpret the use of sound patterns in language with no significant errors.</p> <p>Students effectively critique how cultural differences and gender perspectives are related in language.</p>	<p>Students interpret the use of sound patterns in language with a few significant or many minor errors.</p> <p>Students superficially critique how cultural differences and gender perspectives are reflected in language.</p>	<p>Students interpret the use of sound patterns in language with many significant errors.</p> <p>Students have difficulty critiquing how cultural differences and gender perspectives are reflected in language.</p>
Grade 11				
LANGUAGE CONVENTIONS/MECHANICS				
<p>11.6.1. Use conventions of grammar, usage, and punctuation to edit and revise</p> <p>LITERARY ELEMENTS AND TECHNIQUES</p> <p>11.6.2. Apply the use of sound patterns in language; i.e., alliteration, assonance, and consonance</p> <p>11.6.3. Identify the use of language in different literary forms; i.e., satire and parody</p>	<p>Students use conventions of grammar, usage, and punctuation to edit and revise with few if any minor errors.</p> <p>Students apply sound patterns in language with no errors.</p> <p>Students identify the use of language in different literary forms with no errors.</p>	<p>Students use conventions of grammar, usage, and punctuation to edit and revise with no significant errors.</p> <p>Students apply sound patterns in language with no significant errors.</p> <p>Students identify the use of language in different literary forms with no significant errors.</p>	<p>Students use conventions of grammar, usage, and punctuation to edit and revise with a few significant or many minor errors.</p> <p>Students apply sound patterns in language with a few significant or many minor errors.</p> <p>Students identify the use of language in different literary forms with a few significant or many minor errors.</p>	<p>Students use conventions of grammar, usage, and punctuation to edit and revise with many significant errors.</p> <p>Students apply sound patterns in language with many significant errors.</p> <p>Students identify the use of language in different literary forms with many significant errors.</p>

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LANGUAGE CONTEXT				
11.6.4. Identify emotionally charged language	Students identify emotionally charged language with no errors.	Students identify emotionally charged language with no significant errors.	Students identify emotionally charged language with a few significant errors.	Students identify emotionally charged language with many significant errors.
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>				