

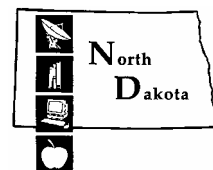
North Dakota Standards and Benchmarks

Achievement Standards

English Language Arts Curriculum Framework

1996

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Preface

This document is a companion to the **North Dakota English Language Arts Curriculum Framework: Standards and Benchmarks** (1996) and provides descriptions of various levels of student achievement and achievement in relation to the State standards.

Four levels of achievement were written for each benchmark by North Dakota educators from various grade levels. Many of the achievement levels were adapted from those already in place for the North Dakota State Reading, Writing, and Speaking Tests.

Level 4 describes an advanced proficiency; Level 3, proficient; Level 2, partially proficient; and Level 1, novice. Level 3, proficient, describes what State educators hold to be the State standard, a high yet achievable performance that can be expected of most of our students.

These achievement standards are intended as a guide to help teachers understand what achievement of the State standards in language arts might look like, assist language arts instruction, measure growth over time, and communicate with students, parents, and others about literacy achievement.

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Definitions

Content Standard - A description of what students should know and be able to do within a particular discipline or content domain.

Benchmark - A translation of a standard into what the students should understand and be able to do at developmentally appropriate levels (e.g., grades 4,8, and 12).

Achievement Activity - An activity that allows students to demonstrate knowledge of the standard.

Achievement Standard - The expected or required level of student performance or understanding. This may be identified within a set of rubrics.

Rubrics (sometimes called Scoring Rubrics) - Are a set of criteria that describe levels of performance.

More on Rubrics

Rubrics

- ✓ Provide students with expectations about what will be assessed as well as standards that need to be met.
- ✓ Increase consistency in the rating of performances.
- ✓ Provide “road signs” – information about where students are in relation to where they need to be.

A FOUR POINT RUBRIC

4 Demonstrates exemplary performance; *exceeds* achievement standard; **advanced proficiency**.

3 Demonstrates solid performance; *meets* State achievement standard; **proficient**.

2 Achievement is *emerging* or developing toward achievement standard; **partially proficient**.

1 Attempt made but there are serious errors; **novice**.

AN EXAMPLE of what a Content Standard, Benchmark, Rubric, and Achievement Standard *format* looks like. (See p. 17.)

STANDARD 4

Benchmark 4.8.4

Students engage in the writing process

4.8.4	<i>Edit to improve comprehension</i>
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Level 4 The student identifies and corrects all or almost all errors.

Level 3 The student identifies and corrects most significant errors.

Level 2 The student identifies some errors but does not always correct them.

Level 1 The student is unable to identify and correct errors.

Achievement Standard 3 is the North Dakota State Standard; examples of various levels of student performances are found in the State Scoring Manuals or can be selected from student performances by teachers or groups of teachers.

Set of Rubrics Rubrics can be written by teachers or students.

Grade 4 5

STANDARD 1

Students Gather and organize Information

1.4.1	<p><i>Understand main idea and supporting details</i></p> <p>Level 4 The student accurately identifies and elaborates the main idea of a text. Level 3 The student accurately identifies or implies the main idea of a text. Level 2 The student identifies or implies the main idea of a text but may include information that is not accurate. Level 1 The student incorrectly identifies the main idea or copies major parts of the text when attempting to state the main idea.</p>
1.4.2	<p><i>Use simple organizational strategies</i></p> <p>Level 4 The student structures information or details in a sequential manner (chronological, cause/effect) using a beginning, middle and end. Level 3 The student structures information or details in a logical order using a beginning, middle and end. Level 2 The student makes an occasional error in the ordering of information or details or may include non-essential details. Level 1 The student makes major errors in sequencing which detract from meaning or understanding.</p>
1.4.3	<p><i>Uses appropriate reference tools</i></p> <p>Level 4 The student uses a variety of reference tools (print, visual, computer technologies, etc.) to complete a research project in an elaborate and creative manner. Level 3 The student uses appropriate reference tools to complete a research project. Level 2 The student makes limited use of reference tools and does not meet research project expectations. Level 1 The student is unable to use reference materials for a research project.</p>
1.4.4	<p><i>Use vocabulary knowledge to gather information</i></p> <p>Level 4 The student uses multiple terms/synonyms for key subject matter being researched. Level 3 The student uses accurate terms/synonyms for key subject matter being researched. Level 2 The student attempts research but due to limited vocabulary is unable to successfully gather information. Level 1 The student is unable to use present vocabulary to assist research.</p>

STANDARD 2

Students Engage in the Reading Process

2.4.1	<i>Use strategies for activating prior knowledge to comprehend text</i>
	<p>Level 4 The student uses personal experiences or prior information gained from reading and integrates it with new ideas or curriculum. Furthermore, the student shares personal experiences to create background knowledge for others.</p> <p>Level 3 The student uses personal experiences or information gained from reading and integrates it with new ideas or curriculum.</p> <p>Level 2 The student sporadically uses personal experiences or information gained from reading but may have difficulty integrating it with new ideas or curriculum.</p> <p>Level 1 The student brings limited personal experience to classroom setting or is unable to link lessons with personal experiences.</p>
2.4.2	<i>Make and confirm predictions to enhance understanding</i>
	<p>Level 4 The student accurately predicts and explains or justifies prediction with supporting detail.</p> <p>Level 3 The student accurately makes predictions.</p> <p>Level 2 The student predicts with some inaccuracy or confusion.</p> <p>Level 1 The student cannot predict or makes illogical or inappropriate predictions.</p>
2.4.3	Determine specific purpose for reading [entertainment, research, etc.]
	<p>Level 4 The student accurately locates and uses a variety of texts to accomplish desired purpose.</p> <p>Level 3 The student accurately locates and uses texts to accomplish desired purpose.</p> <p>Level 2 The student inconsistently locates texts to accomplish desired purpose.</p> <p>Level 1 The student is unable to locate texts to accomplish desired purpose.</p>
2.4.4	<i>Seek help to understand information</i>
	<p>Level 4 The student communicates need for assistance when questioning meaning and is able to gain information from a variety of sources.</p> <p>Level 3 The student communicates need for assistance when questioning meaning.</p> <p>Level 2 The student occasionally communicates need for assistance when questioning meaning.</p> <p>Level 1 The student rarely communicates need for assistance or does not seek help when questioning meaning.</p>

2.4.5 Use a variety of clues to determine the meaning of words Primary
Dimension: Context Clues

Level 4 The student consistently uses picture and context clues as well as prior knowledge to accurately determine the meaning of unknown words.

Level 3 The student consistently uses picture and context clues or prior knowledge to determine the general meaning of unknown words.

Level 2 The student attempts use of picture or context clues or prior knowledge to determine meaning of unknown words but the meaning may be inaccurate.

Level 1 The student is unable to use picture or context clues or prior knowledge to determine the meaning of unknown words.

2.4.6 *Use mental pictures to help increase understanding*

Level 4 The student vividly describes a detailed mental picture through both words and illustrations.

Level 3 The student describes a mental picture through words and illustrations.

Level 2 The student vaguely describes a mental picture through words and illustrations.

Level 1 The student is unable to describe a mental picture through either words or illustrations.

STANDARD 3

Students Comprehend Literature

3.4.1	<i>Make connection between personal experiences and specific incidents in a text</i>
	Level 4 The student relates a text to a personal experience with elaboration and rich supportive details. Level 3 The student relates a text read to a personal experience. Level 2 The student describes a related personal experience and explains a text read but is unable to explain the relationship. Level 1 The student describes a personal experience unrelated to the text.
3.4.2	<i>Understand the story elements</i>
	Level 4 The student accurately explains character, setting, and plot of the story. Level 3 The student accurately identifies character, setting, and plot. Level 2 The student identifies character, setting and plot but with some inaccuracy or irrelevance. Level 1 The student is unable to identify story elements.
3.4.3	<i>Make connection among works of literature</i>
	Level 4 The student accurately interprets and analyzes similarities and differences in various pieces of literature. Level 3 The student accurately identifies major similarities and differences in various pieces of literature. Level 2 The student makes some errors when identifying major similarities and differences in various pieces of literature. Level 1 The student is unable to identify similarities and differences in various pieces of literature.
3.4.4	Understand the characteristics of various simple genres [Examples include, but are not limited to, fiction/non-fiction, fairy tales, tall tales, folk tales, poetry, plays.]
	Level 4 The student demonstrates accurate understanding of various genres by identifying and indicating characteristics of each. Level 3 The student demonstrates accurate understanding of various genres by identifying them. Level 2 The student demonstrates limited understanding of various genres when attempting to identify them. Level 1 The student demonstrates little or no understanding of the various types of genres when attempting to identify them.

Standard 4

Students Engage in the Writing Process

4.4.1

Use knowledge and experience to write

Level 4 The student activates prior knowledge as demonstrated in a narrative piece using rich and elaborate personal details.

Level 3 The student will activates prior knowledge as demonstrated in a narrative piece with some detail.

Level 2 The student activates prior knowledge as demonstrated in a narrative piece with limited detail.

Level 1 The student is unable to activate prior knowledge in a narrative.

4.4.2

Use planning to organize thoughts before writing

Primary Dimension: Organization in Writing

Level 4 The writing is enhanced by its organization. There is evidence of many of the following features: topic sentence; orderly presentation of details; grouping of supporting details; closing, such as a restatement of topic sentence or a summative statement; transitional markers; paragraph divisions such as indenting.

Level 3 The writing contains evidence of organization as shown by use of some of the following features: topic sentence; orderly presentation of details; grouping of supporting details; closing, such as a restatement of topic sentence or a summative statement; transitional markers; paragraph division such as indenting to show paragraphs.

Level 2 The writing contains little evidence of order shown by only a few of the following features: topic sentence; orderly presentations of details; grouping of supporting details; closing, such as a restatement of topic sentence or a summative statement; transitional markers; paragraph divisions such as indenting. It may or may not contain limited information.

Level 1 The writing shows no order, or it is aimless and/or does not contain enough information to show evidence of organization.

4.4.3

Use editing skills to improve reader comprehension

Level 4 The writing shows correction of the following errors: capital letters, commas in a series, ending punctuation, abbreviations, subject-verb agreement, verb usage and tense, titles of books, and quotation marks.

Level 3 The writing shows correction of the following errors: capital letters, commas in a series, ending punctuation, abbreviations, subject-verb agreement, verb usage and tense. The writing shows few incorrect/unnecessary changes.

Level 2 The writing shows correction of the following errors: capital letters, ending punctuation marks, subject/verb agreement. The writing shows few incorrect/unnecessary changes.

Level 1 The writing shows correction of few errors and/or has many incorrect/unnecessary changes.

Standard 5

Students Write for a Variety of Purposes and Audiences

5.4.1	<i>Write for different audiences</i>
	<p>Level 4 The student communicates effectively by adapting materials to selected audiences (peer, teacher, and parent), adding rich and elaborate details.</p> <p>Level 3 The student communicates effectively by adapting materials to selected audiences.</p> <p>Level 2 The student attempts to write to various audiences but lacks understanding of the subtle differences between writing styles.</p> <p>Level 1 The student ineffectively communicates to various audiences.</p>
5.4.2	<p><i>Understand that different purposes require different forms of writing</i> <i>Primary Dimension: Matching Forms of Writing and Purpose</i></p>
	<p>Level 4 The student clearly and consistently indicates a thorough and accurate understanding of the various writing forms and audiences as demonstrated by the writing of a story, letter, biography, research report, etc.</p> <p>Level 3 The student demonstrates understanding of the various writing forms and audiences, including the writing of a story, letter, biography, research report, etc.</p> <p>Level 2 The student attempts to use various forms of writing but uses them inaccurately.</p> <p>Level 1 The student is unable to identify various purposes that require different forms of writing.</p>
5.4.3	<p>Understand characteristics of different forms of writing</p>
	<p>Level 4 The student accurately identifies the key elements in various writing styles and can provide examples of detailed description from a given text.</p> <p>Level 3 The student accurately identifies the key elements in various writing styles.</p> <p>Level 2 The student identifies the key elements in various writing styles but with some inaccuracies.</p> <p>Level 1 The student is unable to identify the key elements in various writing styles.</p>

Standard 6

Students Engage in Speaking and Listening Process

6.4.1	<i>Use voice and body to communicate</i> <i>Primary Dimension: Voice</i>
	Level 4 The student is understandable with interesting variations in rate and volume. Level 3 The student is understandable with some variations in rate and volume. Level 2 The student is understandable with limited variations in rate and volume. Level 1 The student is not understandable with muttering or inaudible voice.
	<i>Primary Dimension: Body</i> Level 4 The student consistently uses eye contact, facial expressions, gestures and posture to support the verbal message. Level 3 The student uses some eye contact, facial expressions, gestures and posture to support the verbal message. Level 2 The student makes limited use of eye contact, facial expressions, gestures and posture to support the verbal message. Level 1 The student does not make use of eye contact, facial expressions, gestures or posture to support the verbal message.
6.4.2	<i>Express ideas clearly and concisely</i> <i>Primary Dimension: Topic Relevance and Clarity in a Discussion</i>
	Level 4 The student contributes or responds with appropriate language when questioned or involved in discussion, adding relevant details to the topic with enthusiasm and clarity. Level 3 The student contributes or responds with appropriate language. Level 2 The student contributes or responds with appropriate language in some, but not all, discussions. Level 1 The student does not participate and/or demonstrates inappropriate gestures or language, such as negative words, rolling eyes, turning head or body away.
6.4.3	<i>Respond to spoken words and body language</i>
	Level 4 The student follows both verbal and non-verbal clues given by the speaker with an advanced understanding of expectations and innuendoes demonstrated through accurate and detailed task completion. Level 3 The student follows both verbal and non-verbal clues given by the speaker demonstrated through accurate task completion. Level 2 The student follows either verbal or non-verbal clues given by the speaker demonstrated through accurate task completion. Level 1 The student has difficulty decoding spoken words and body language.

Standard 7

Students Understand and use Principles of Language

7.4.1	<i>Understand the characteristic sounds and rhythms of language</i>
	<p>Level 4 The student accurately identifies the key elements of sounds and rhythms in language, such as alliteration and rhyme, and provides examples of each.</p> <p>Level 3 The student accurately identifies the key elements of sounds and rhythms of language, such as alliteration and rhyme.</p> <p>Level 2 The student attempts to identify the key elements of sounds and rhythms of language, such as alliteration and rhyme, but with inaccuracies.</p> <p>Level 1 The student is unable to identify the key elements of sounds and rhythms of language, such as alliteration and rhyme.</p>
7.4.2	<i>Use language for a variety of purposes</i>
	<p>Level 4 The student demonstrates various functions of language, such as informing, persuading, entertaining, and questioning; and is clear, concise and interesting.</p> <p>Level 3 The student demonstrates the various functions of language, such as informing, persuading, entertaining, and questioning.</p> <p>Level 2 The student attempts, but inaccurately demonstrates, the various functions of language.</p> <p>Level 1 The student is unable to demonstrate the various functions of language.</p>
7.4.3	<i>Understand basic phonological patterns in English</i>
	<p>Level 4 The student displays phonemic awareness of English through accurate oral reading, spelling, and writing, as well as an ability to decode unfamiliar words both in and out of context.</p> <p>Level 3 The student displays phonemic awareness of English through accurate oral reading, spelling, and writing.</p> <p>Level 2 The student displays a limited phonemic awareness of English as shown through inaccuracies in oral reading, spelling, and writing.</p> <p>Level 1 The student lacks phonemic awareness of English.</p>
7.4.4	<i>Understand simple figurative language</i>
	<p>Level 4 The student consistently identifies, creates, or explains examples of figurative language (metaphor, simile, and idiom) from real life experiences and/or in various subject areas.</p> <p>Level 3 The student identifies, creates, or explains examples of figurative language (metaphor, simile, and idiom).</p> <p>Level 2 The student identifies, creates, or explains examples of figurative language (metaphor, simile, and idiom), but with some inaccuracy.</p> <p>Level 1 The student is unable to identify, create, or explain examples of figurative language (metaphor, simile, idiom).</p>

7.4.5 *Identify specific ways in which language varies across situations*

Level 4 The student accurately identifies similarities and differences represented in a wide variety of texts from different eras and/or cultures while effectively interpreting meaning.

Level 3 The student accurately identifies similarities and differences represented in a variety of texts from different eras and/or cultures.

Level 2 The student identifies similarities and differences represented in a variety of texts from different eras and/or cultures but with some inaccuracies.

Level 1 The student is unable to identify similarities and differences represented in a variety of texts from different eras and/or cultures.

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Standard 1

Students Gather and Organize Information

1.8.1	<p><i>Provide accurate summaries using story elements</i></p> <p>Level 4 The student accurately summarizes proper sequence of events, setting, characters, plot, and main idea. Level 3 The student accurately summarizes events of a story with references to plot, setting, and characters. Level 2 The student summarizes elements of a story, but with some inaccuracy. Level 1 The student is unable to summarize story elements.</p>
1.8.2	<p><i>Use context clues to determine meaning</i></p> <p>Level 4 The student uses context clues to correctly predict word meaning and applies the meaning in a creative manner. Level 3 The student uses context clues to predict word meaning and uses resource materials to confirm or disconfirm. Level 2 The student uses context clues to incorrectly predict word meaning. Level 1 The student does not use context clues to predict word meaning.</p>
1.8.3	<p><i>Use a variety of organizational strategies</i></p> <p>Level 4 The student demonstrates precise organization including key points and accurate details. Level 3 The student demonstrates organization using key points. Level 2 The student demonstrates some organization but is brief and/or omits key points. Level 1 The student demonstrates little or no organization.</p>
1.8.4	<p><i>Use appropriate reference tools and available technology to support learning.</i></p> <p><i>Primary Dimension: Ability to Conduct Research</i></p> <p>Level 4 The student uses a variety of reference tools and creatively employs technology to enhance learning. Level 3 The student uses a variety of reference tools and technology to support learning. Level 2 The student uses reference tools to gain limited information. Level 1 The student does not attempt to use reference tools to gain information.</p>
1.8.5	<p><i>Use new vocabulary from reading and listening</i></p> <p>Level 4 The student properly uses new vocabulary in a sentence that reveals its inherent meaning. Level 3 The student properly uses new vocabulary in a sentence. Level 2 The student can define new vocabulary but cannot use it in a sentence. Level 1 The student is unable to define or use new vocabulary.</p>

Standard 2

Students Engage in the Reading Process

2.8.1	<p><i>Read a variety of materials</i></p> <p>Level 4 The student reads materials which contain a wide variety of content and genre. Level 3 The student reads a variety of materials. Level 2 The student reads a limited variety of materials. Level 1 The student does not vary his/her reading selections.</p>
2.8.2	<p><i>Organize prior knowledge of a topic before reading</i></p> <p>Level 4 The student demonstrates prior knowledge of a topic through analyzed and organized speaking or writing. Level 3 The student demonstrates prior knowledge of a topic through organized speaking or writing. Level 2 The student demonstrates limited prior knowledge of a topic through underdeveloped speaking or writing. Level 1 The student is unable to demonstrate prior knowledge of a topic.</p>
2.8.3	<p><i>Make and confirm/disconfirm complex predictions to increase understanding</i></p> <p>Level 4 The student makes and confirms/disconfirms complex predictions to increase understanding. Level 3 The student makes and confirms/disconfirms predictions to increase understanding. Level 2 The student makes predictions to increase understanding. Level 1 The student makes no predictions in order to increase understanding.</p>
2.8.4	<p><i>Independently set a purpose for reading</i></p> <p>Level 4 The student independently states several purposes for reading. Level 3 The student independently states a purpose for reading. Level 2 The student, with assistance, states a purpose for reading. Level 1 The student cannot state a purpose for reading.</p>
2.8.5	<p><i>Generate questions while reading</i></p> <p>Level 4 The student formulates detailed and insightful questions that produce discussion. Level 3 The student asks accurate questions (literal, inferential, and evaluative) pertaining to the text. Level 2 The student asks questions that require literal responses. Level 1 The student produces no meaningful questions.</p>
2.8.6	<p><i>Use strategies for clarification</i></p> <p>Level 4 The student uses a variety of effective reading strategies for clarification. Level 3 The student uses effective reading strategies for clarification. Level 2 The student uses limited reading strategies for clarification. Level 1 The student inappropriately uses reading strategies.</p>

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Standard 3

Students Comprehend Literature

3.8.1	<p><i>Understand that events and themes in literature parallel and often impact events in their lives</i></p> <p>Level 4 The student identifies and relates to multiple themes and clearly expresses and creatively these themes through writing or speaking. Level 3 The student makes a connection between his/her own life and literature and expresses this connection through writing or speaking. Level 2 The student sees a connection but vaguely expresses it through writing or speaking. Level 1 The student is unable to understand the connection.</p>
3.8.2	<p><i>Use specific aspects of literature to better understand their own and/or others' thoughts and actions</i> <i>Primary Dimension: Methods of Characterization</i></p> <p>Level 4 The student thoroughly describes the protagonist, antagonist, point of view, and type of characterization used. Level 3 The student describes the protagonist, antagonist, and other characters. Level 2 The student identifies and describes characters but cannot describe their function. Level 1 The student shows little or no understanding of characterization.</p>
3.8.3	<p><i>Understand that a single text may elicit a wide variety of responses</i></p> <p>Level 4 The student thoughtfully elicits, discusses, and acknowledges other viewpoints. Level 3 The student acknowledges a variety of viewpoints in addition to his/her own. Level 2 The student expresses his/her own opinion but is unaware of other viewpoints. Level 1 The student is unable to express any point of view.</p>
3.8.4	<p><i>Understand the characteristics of a wide variety of genres</i></p> <p>Level 4 The student identifies and understands several specific literary elements of different genres. Level 3 The student identifies and understands some elements of different genres. Level 2 The student identifies limited elements of different genres. Level 1 The student is unable to identify specific elements of different genres.</p>

Standard 4

Students Engage in the Writing Process

4.8.1	<p><i>Identify a topic and determine its development</i></p> <p>Level 4 The student uses well organized, structured paragraphs containing topic sentences, a variety of appropriate details, and transitional language. Level 3 The student uses well organized, structured paragraphs that contain topic sentences, and appropriate supporting details. Level 2 The student uses paragraphs that do not contain topic sentences and may include irrelevant or inadequate details. Level 1 The student combines sentences with no discernable order or paragraphing.</p>
4.8.2	<p><i>Use multiple drafts, when appropriate, to clarify language and intent</i></p> <p>Level 4 The student, through revision, adds depth and style to his/her writing by including improved word choices, variation in sentence structure, the addition of pertinent information or the deletion of irrelevant information. Level 3 The student sufficiently revises drafts to clarify or improve the form and content of the writing. Level 2 The student makes revisions that result in little or no improvement of the writing. Level 1 The student makes no attempt to improve the quality of writing.</p>
4.8.3	<p><i>Use feedback to revise</i></p> <p>Level 4 The student uses appropriate feedback to enhance current and future writing. Level 3 The student uses appropriate feedback to revise writing. Level 2 The student attempts to use feedback with little improvement in the writing. Level 1 The student makes no attempt to incorporate feedback.</p>
4.8.4	<p><i>Edit to improve comprehension</i></p> <p>Level 4 The student identifies and corrects all or almost all errors. Level 3 The student identifies and corrects most significant errors. Level 2 The student identifies some errors but does not always correct them. Level 1 The student is unable to identify and correct errors.</p>

Standard 5

Students Write for a Variety of Purposes and Audiences

5.8.1	<p><i>Write for a wide audience</i> <i>Primary Dimension: Appropriate Content and Tone</i></p> <p>Level 4 The student adjusts content and tone according to specific audiences. Level 3 The student uses content and tone appropriate for a general audience. Level 2 The student uses content and tone which do not fulfill the writing purpose. Level 1 The student disregards the purpose and audience when writing.</p>
5.8.2	<p><i>Initiate writing for various purposes</i> <i>Primary Dimension: Purposes of Writing: To Inform, Entertain, or Persuade</i></p> <p>Level 4 The student demonstrates multiple styles to support a variety of purposes. Level 3 The student writes in a style that supports a specific purpose. Level 2 The student writes with an undeveloped and/or unclear sense of purpose. Level 1 The student writes with no sense of purpose.</p>
5.8.3	<p><i>Understand that writing is a way of expressing and understanding one's self</i></p> <p>Level 4 The student creatively writes for self-expression. Level 3 The student writes for self-expression. Level 2 The student rarely writes for self-expression. Level 1 The student does not write for self-expression.</p>
5.8.4	<p><i>Compose comprehensive and detailed examples of writing that contain the characteristics of the selected form</i> <i>Primary Dimension: Expository Writing</i></p> <p>Level 4 The student demonstrates a thorough understanding of expository writing by including a variety of informative ideas, each developed by several supporting details. Level 3 The student demonstrates an understanding of expository writing by including informative ideas, each developed by supporting details. Level 2 The student demonstrates a limited understanding of expository writing by including irrelevant ideas with little or no support. Level 1 The student demonstrates little or no expository writing.</p>

Standard 6

Students Engage in the Speaking and Listening Process

6.8.1 *Speak with a purpose*

Level 4 Purpose is made clear through a well organized presentation with an introduction which previews the topic and creatively engages the audience, a body in which the purpose is supported by identifiable main points, and a conclusion which summarizes the speech and provides closure.

Level 3 Purpose is made clear through an organized presentation with a beginning statement of purpose, a body that develops the purpose, and a closing statement.

Level 2 Purpose is indicated with some organization, but the presentation may lack one of the following: a beginning statement of purpose, a focus on the main purpose, and a closing statement.

Level 1 Purpose is unclear and presentation lacks organization.

6.8.2 *Use various dimensions of delivery*

Primary Dimension: Use of Body Language

Level 4 The speaker appears poised and confident and uses natural gestures.

Level 3 The speaker's posture, body movement, and mannerisms are appropriate for the speech. (Occasional informalities are not distracting.)

Level 2 The speaker's posture, body movement, and mannerisms (e.g., slouching, touching hair or face) are distracting at times.

Level 1 The speaker's posture, body movement, and mannerisms are noticeably distracting throughout the entire speech.

Primary Dimension: Use of Eye Contact

Level 4 Speaker maintains consistent eye contact with the whole audience.

Level 3 The speaker periodically makes sustained eye contact with the audience.

Level 2 The speaker occasionally glances at the audience.

Level 1 The speaker makes almost no eye contact with the audience.

Primary Dimension: Use of Vocal Manner (rate, volume, and articulation)

Level 4 The speaker's vocal manner is clear and understandable; it includes inflection, pause, emphasis, and conviction.

Level 3 The speaker's vocal manner is clear and understandable with few fluency fills (e.g., ah, um, like).

Level 2 The speaker's vocal manner makes hearing and understanding difficult, is noticeably monotone, or is frequently interrupted with fluency fills.

Level 1 The speaker's vocal manner made the majority of the speech impossible to hear and/or understand.

6.8.3 *Give and receive feedback*

Level 4 The student gives directions articulately and follows directions closely.

Level 3 The student gives directions adequately and follows directions generally.

Level 2 The student gives directions with varying degrees of clarity and/or follows directions sporadically.

Level 1 The student does not give directions clearly and/or does not follow directions.

Standard 7

Students Understand and Use Principles of Language

7.8.1	<p><i>Understand conventions of English grammar</i> <i>Primary Dimension: Ability to Demonstrate Appropriate Mechanics, Usage, and Sentence Structure</i></p> <p>Level 4 The student demonstrates proficient understanding of writing conventions through use of proper mechanics, a variety of sentence structures, and the enriched use of the English language. Level 3 The student demonstrates an understanding of writing conventions through the use of proper mechanics, English language, and sentence structure. Level 2 The student demonstrates limited understanding of writing conventions. Level 1 The student demonstrates no understanding of writing conventions.</p>
7.8.2	<p><i>Understand cultural differences in language</i></p> <p>Level 4 The student identifies language that is unique to different cultures and understands its cultural context. Level 3 The student identifies language that is unique to different cultures. Level 2 The student sometimes identifies language that is unique to different cultures. Level 1 The student seldom or never identifies language that is unique to other cultures.</p>
7.8.3	<p><i>Use a variety of types of figurative language</i></p> <p>Level 4 The student correctly incorporates varied and effective examples of figurative language. Level 3 The student uses figurative language. Level 2 The student uses cliché figurative language. Level 1 The student does not use figurative language.</p>
7.8.4	<p><i>Understand how language, both written and spoken, reflects a point of view</i></p> <p>Level 4 The student tells or writes a narrative from two different points of view with significant and insightful differences. Level 3 The student tells or writes a narrative from two different points of view with apparent differences. Level 2 The student tells or writes a narrative from two different points of view with little or no differentiation. Level 1 The student tells or writes a narrative from a single point of view.</p>

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Standard 1

Students Gather and Organize Information

1.12.1	<p><i>Analyze information for relevance, reliability, and validity</i> <i>Primary Dimension: Analysis of Information to Speech or Research Paper Purpose</i></p> <p>Level 4 A sophisticated analysis is evident; all information is reliable, relevant, and valid to the purpose of the speech or research paper. Level 3 A clear analysis is evident; most information is reliable, relevant, and valid to the purpose of the speech or research paper. Level 2 A limited analysis is evident; only some of the information is reliable, relevant, and valid to the purpose of the speech or research paper. Level 1 No analysis is evident.</p> <p><i>Primary Dimension: Ability to Accurately State Main Idea and Elaborate with Supporting Concepts</i></p> <p>Level 4 The student precisely states the main idea of a text and elaborates concepts from the entire text to support the statement of the main idea. Level 3 The student states the main idea of a text and lists concepts from the selection to support that statement. Level 2 The student identifies the main idea of a text but lists no or inaccurate concepts from the text to support that statement; or the student identifies a secondary idea and lists concepts from the text to support that statement. Level 1 The student inaccurately states the main idea or states a secondary idea of a text and provides no supporting concepts.</p>
1.12.2	<p><i>Use complex structures to organize and analyze information</i> <i>Primary Dimension: Ability to Present an Organized Message</i></p> <p>Level 4 The speech/writing is skillfully organized and has an understandable sequence and a concise relationship of ideas. Level 3 The speech/writing is organized and has an understandable sequence and clear relationship of ideas. Level 2 The speech/writing is organized, but the sequence and relationship of ideas is not always clear. Level 1 The speech/writing is disorganized.</p> <p><i>Primary Dimension: Ability to Identify and Organize Events in a Text</i></p> <p>Level 4 The student creates a complete and accurate organizational scheme (chronological, spatial, hierarchical) concentrating on items or events of major importance in a text. Level 3 The student creates a logical organizational scheme that covers basic items or events of importance in a text. Level 2 The student creates an organizational scheme that covers most items or events in a text, but with some inaccuracy or confusion. Level 1 The student inaccurately or haphazardly arranges items or events in a text, omitting many ideas or including false information.</p>

1.12.3 *Use cross-referencing while gathering information*

Level 4 The student precisely identifies all areas of direct agreement and disagreement between two texts dealing with a common topic.

Level 3 The student accurately identifies specific areas of agreement or disagreement between two texts dealing with a common topic.

Level 2 The student identifies general areas of agreement or disagreement between two texts dealing with a common topic.

Level 1 The student misidentifies areas of agreement or disagreement between two texts dealing with a common topic.

Standard 2

Students Engage in the Reading Process

2.12.1	<i>Construct meaning while reading and adjust for understanding</i> <i>Primary Dimension: Ability to Accurately Support Inferences about Literary Characters</i>
	Level 4 The student supports inferences concerning literary characters by identifying most characteristics and examples for each from the entire work. Level 3 The student supports inferences concerning literary characters by identifying several characteristics and examples. Level 2 The student makes inferences concerning literary characters but may not identify appropriate supporting characteristics and examples. Level 1 The student is unable to use characteristics and examples to make inferences concerning literary characters.
2.12.2	<i>Read a variety of texts</i>
	Level 4 The student shows evidence of wide reading in both content and genre. Level 3 The student shows evidence of reading that varies somewhat in both content and genre. Level 2 The student shows evidence of reading but tends to be limited to a single content or genre. Level 1 The student shows evidence of little or no reading.
2.12.3	<i>Question text</i>
	Level 4 The student asks questions that directly challenge the accuracy of some part of the text and includes elaboration. Level 3 The student asks questions that directly challenge the accuracy of some parts of the text. Level 2 The student asks questions that relate to the text but do not challenge any specific item. Level 1 The student asks questions unrelated to the text.
2.12.4	<i>Reflect on what has been learned from the reading and recognize underlying meaning</i>
	Level 4 The student precisely states and explains the theme or message of a text and elaborates on its significance. Achievement Standards – Grade 12 42 Level 3 The student accurately states and explains the theme or message of a text. Level 2 The student states a theme or message of the text but is unable to explain. Level 1 The student states events of the plot or details rather than the theme or message of a text.

Standard 3

Students Comprehend Literature

3.12.1	<i>Analyze how literature reflects its cultural and historical period</i>
	Level 4 The student accurately identifies multiple concepts from a text, which reflect its cultural and historical period and richly illustrates these with supporting examples.
	Level 3 The student accurately identifies a concept from a text, which reflects its cultural and historical period and illustrates this with a supporting example.
	Level 2 The student makes a general observation about the cultural and historical period of the text but provides no or inaccurate supporting examples.
	Level 1 The student is unable to make an accurate observation about the cultural or historical period of a text.
3.12.2	<i>Understand that the reader interacts with the text</i>
	Level 4 The student accurately explains what the author intends the reader to think or feel concerning the text's subject matter and justifies this explanation with specific references to the text.
	Level 3 The student accurately explains what the author intends the reader to think or feel concerning the text's subject matter.
	Level 2 The student explains his/her feelings and thoughts concerning the text's subject matter but without reference to the author's intent.
	Level 1 The student is unable to identify his/her thoughts or feelings concerning the text's subject matter in reference to the author's intent.
3.12.3	<i>Understand how genre characteristics affect a given text</i> <i>Primary Dimension: Ability to Analyze Use of Sound Devices in Poetry</i>
	Level 4 The student explains how a poet's use of sound (rhythm, rhyme, sound repetitions, onomatopoeia) enhances the mood, tone and meaning of an entire poem.
	Level 3 The student explains how the use of a specific sound device in a line or section of a poem creates an effect.
	Level 2 The student identifies use of a specific sound device in a poem but does not explain its effect.
	Level 1 The student is unable to accurately identify use of sound devices in a poem.

Standard 4

Students Engage in the Writing Process

4.12.1	<i>Plan, write, and revise</i> <i>Primary Dimension: Organization and Coherence</i>
	Level 4 Ideas and details are coherently organized in whole and in part; the writing is unified aesthetically, intellectually or both. Level 3 Ideas and details are coherently organized in whole and in part. Level 2 The writing lacks coherence although organization is attempted. Level 1 The writing is disorganized.
4.12.2	<i>Use standard conventions of grammar, punctuation, and spelling appropriate to the selected audience</i> <i>Primary Dimension: Use of Standard English</i>
	Level 4 The writing shows sophistication in the use of standard spelling, punctuation, and grammar. The writing may contain a few isolated errors. Level 3 The writing shows competence in the use of standard spelling, punctuation and grammar. The writing contains minor errors. Level 2 The writing shows weakness in the use of standard spelling, punctuation and grammar. The frequency and variety of errors distract the reader. Level 1 The writing shows significant weakness in the use of standard spelling, punctuation and grammar. Many errors significantly impede the readability of the work.
4.12.3	<i>Identify personal strengths and weakness in writing and seek feedback from others to improve writing</i>
	Level 4 The student critically self-assesses his/her writing using achievement standards or rubrics and identifies specific strategies for improvement. Furthermore, the student eagerly participates in peer editing and often seeks additional comment from family and friends. Level 3 The student self-assesses his/her writing using achievement standards or rubrics and participates in peer editing. Level 2 The student self-assesses his/her writing using achievement standards or rubrics, but may be overly critical or inflated in the evaluation. Furthermore, the student may be disinterested in peer editing. Level 1 The student is unable to apply achievement standards or rubrics to his/her own writing in order to self-assess. Furthermore, the student may be unwilling to engage in peer editing or reacts defensively to comment.

Standard 5

Students Write for a Variety of Purposes and Audiences

5.12.1	<i>Write for public audiences</i> <i>Primary Dimension: Appropriateness of Tone and Style for Public Audiences</i>
	Level 4 The writing engages the public audience through sophisticated tone and style. The writing contains unique word choice, references, allusions or analogies. Level 3 The writing engages the public audience through appropriate tone and style. Level 2 The writing is not offensive to the public audience but may be perfunctory, wordy, clichéd, overly informal, dull or pompous. Level 1 The writing contains irrelevant or inappropriate language, content, or both.
5.12.2	<i>Use of specific techniques in writing order to reflect [achieve] purpose</i> <i>Primary Dimension: Development for a Central Idea</i>
	Level 4 The writing has a clear purpose developed with a depth of perception, a richness of details, and a complexity of ideas. Level 3 The writing has a clear purpose developed with ideas and details. Level 2 The writing addresses the prompt or assignment, but the purpose is not clear or well-developed. Level 1 The writing does not address the prompt or assignment.
5.12.3	<i>Use a variety of complex writing forms</i>
	Level 4 The student is comfortable and eloquent using a variety of writing forms, such as journals, resumes, letters, biographies, essays, research papers, poems, and stories. Level 3 The student is proficient in a number of writing forms, such as journals, essays, research papers, stories, letters, and resumes. Level 2 The student is functional in basic writing forms, such as letters and applications, but has difficulty with more complex writing, such as essays or research papers. Level 1 The student cannot functionally use essential writing forms, such as letters and applications.

Standard 6

Students Engage in the Speaking and Listening Process

6.12.1 *Adapt to a variety of speaking and listening situations*
Primary Dimension: Listening in Group Settings

Level 4 The speaker gives attentive eye contact to the other speakers, provides verbal and non-verbal feedback, asks clarifying questions and shares areas of agreement or disagreement.

Level 3 The speaker looks at the other speakers, provides verbal and nonverbal feedback and asks clarifying questions.

Level 2 The speaker looks at other speakers but provides no verbal or non-verbal feedback.

Level 1 The speaker rarely looks at the other speakers, appears disinterested in what others say, or demonstrates overt rude behaviors, such as belittling or interrupting.

Primary Dimension: Presentation of a Clear Topic Appropriate to Audience, Speaker, and Occasion

Level 4 The speaker presents a concise, compelling, creative topic that is appropriate to audience, speaker, and occasion.

Level 3 The speaker presents a clear, relevant topic that is appropriate to audience, speaker, and occasion.

Level 2 The speaker presents an unfocused topic that is appropriate to audience, speaker and occasion; or the speaker presents a clear, relevant topic, but it is inappropriate to audience, speaker, and occasion.

Level 1 The speaker presents an unclear, irrelevant topic which is inappropriate to audience, speaker, and occasion.

Primary Dimension: Appropriate Use of Voice in Terms of Articulation, Pronunciation, Pitch, Rate, and Volume

Level 4 The speaker effectively uses clear articulation, appropriate pronunciation, and the variation of pitch, rate, and volume.

Level 3 The speaker adequately uses clear articulation, appropriate pronunciation, and the variation of pitch, rate, and volume.

Level 2 The speaker inadequately uses clear articulation, appropriate pronunciation, and variation of pitch, rate, and volume.

Level 1 The speaker does not use clear articulation, appropriate pronunciation, or the variation of pitch, rate, and volume.

Primary Dimension: Appropriate Use of Physical Movements

Level 4 The speaker effectively uses posture, eye contact, facial expression, gestures, and movements.

Level 3 The speaker adequately uses posture, eye contact, facial expression, gestures, and movements.

Level 2 The speaker inadequately uses posture, eye contact, facial expression, gestures, and movements.

Level 1 The speaker inappropriately uses posture, eye contact, facial expression, gestures, and movements.

6.12.2	<p><i>Defend a position</i> <i>Primary Dimension: Presentation of a Variety of Information from Various Sources</i></p> <p>Level 4 The speaker skillfully cites a variety of reliable, accurate information from more than three different sources. Level 3 The speaker cites a variety of reliable, accurate information from three different sources. Level 2 The speaker cites a variety of reliable, accurate information from fewer than three different sources. Level 1 The speaker does not cite any reliable, accurate information.</p>
6.12.3	<p><i>Analyze and evaluate messages</i></p> <p>Level 4 The student critically evaluates messages from various print and non-print sources and uses information to make good decisions. Level 3 The student evaluates messages from various print and non-print sources and uses information to make decisions. Level 2 The student uses messages from print and non-print sources to make decisions, but with limited or superficial evaluation of the quality and validity. Level 1 The student misinterprets messages from print and non- print sources and/or fails to make proper use of the information to make decisions.</p>
6.12.4	<p><i>Demonstrate various speaking styles</i></p> <p>Level 4 The student demonstrates poise, confidence, and fluency in a variety of speaking styles, including memorized, manuscript, extemporaneous, and impromptu. Level 3 The student is fluent in several speaking styles, including memorized, manuscript, and extemporaneous. Level 2 The student can deliver a speech in more than one style if necessary, but relies primarily on memorization or manuscript. Level 1 The student relies on a single style to communicate with an audience, usually reading from a manuscript.</p>

Standard 7

Students Understand and Use Principles of Language

7.12.1	<i>Use grammar and conventions of English to convey a specific message</i> <i>Primary Dimension: Use of Sentence Structure in Writing</i>
	Level 4 Sentences are fluid, clear, and varied. Level 3 Sentences are clear. Level 2 Sentences are often unclear or awkward. Level 1 Sentences are not understandable.
	<i>Primary Dimension: Use of Language in Speaking</i>
	Level 4 The speaker effectively uses standard English, figurative language, and vivid vocabulary to enhance the speech. Level 3 The speaker adequately uses standard English, appropriate language, and accurate vocabulary. Level 2 The speaker attempts to use standard English, appropriate language, and accurate vocabulary. Level 1 The speaker uses poor grammar, inaccurate vocabulary, and/or inappropriate language.
7.12.2	<i>Understand how language reflects cultural and gender perspectives</i>
	Level 4 The student explains how subtle word choice, colloquialisms, and regional/ethnic dialects reflect cultural and gender perspectives. Level 3 The student accurately identifies word choice, colloquialisms, and dialect that reflect cultural and gender perspectives. Level 2 The student identifies only the most obvious use of language that reflects cultural and gender perspectives. Level 1 The student is unable to identify language that reflects cultural and gender perspectives.
7.12.3	<i>Analyze figurative, idiomatic and symbolic language</i>
	Level 4 The student provides accurate, analytical, and creative interpretations of figurative, idiomatic and symbolic language. Level 3 The student accurately interprets figurative, idiomatic, and symbolic language. Level 2 The student recognizes when language is used in a figurative, idiomatic, or symbolic manner, but has difficulty with explication and interpretation. Level 1 The student confuses literal and figurative use of language.