English/Language Arts Content Area
Graduation Competencies

"The most important characteristic of competency-based education is that it measures learning rather than time. Students progress by demonstrating their competence, which means they prove that they have mastered the knowledge and skills (called competencies) required for a particular course, regardless of how long it takes."

Dr. Robert Mendenhall, President, Western Governor's University

English/Language Arts Content Area Graduation Competencies
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Performance Indicators Scoring Criteria Elementary Graduation Competency 1

Performance Indicator	Emerging	Progressing	Competent	Exemplary
a. Cite evidence from a text when explaining what the text says explicitly and when drawing inferences from the text.	Students recall explicit details of the text.	Students explain explicit evidence from the text. OR Students infer from the text.	Students cite evidence from the text and explain explicitly from the text to draw inferences.	Students discriminate between inferences and explicit citations to analyze text.
b. Determine themes and central ideas of texts; summarize texts	Students recall themes or central ideas.	Students summarize text by recognizing theme or central ideas.	Students summarize text by determining theme and central ideas.	Students summarize text by analyzing theme and central ideas.
c. Analyze the relationships or interactions between individuals, events, ideas, or concepts in literary and informational text.	Students recognize the relationships or interactions between individuals, events, ideas, or concepts in literary and informational text.	Students understand the relationships or interactions between individuals, events, ideas, or concepts in literary and informational text.	Students analyze relationships or interactions between individuals, events, ideas, or concepts in literary and informational text.	Students evaluate the relationships or interactions between individuals, events, ideas, or concepts in literary and informational text.
d. Determine meaning of words and phrases as used in a text and analyze how word choice shapes the meaning and tone for a text	Students list words and phrases used in a text.	Students determine meaning of words and phrases as used in a text.	Students determine meaning of words and phrases as used in a text and analyze how word choice shapes the meaning and tone for a text.	Students connect the meaning of words and phrases as used in a text and critique how word choice shapes the meaning and tone for a text.

e. Analyze how individual components contribute to overall text structure	Students recognize individual components.	Students explain how individual components contribute to overall text structure.	Students analyze how individual components contribute to overall text structure.	Students synthesize how individual components contribute to overall text structure and apply to new texts.
f. Determine how author's point of view influences the meaning, style, and content of text.	Students determine how the author's point of view influences meaning.	Students determine how the author's point of view influences meaning and style.	Students determine how author's point of view influences the meaning, style, and content of text.	Students critique how author's point of view influences the meaning, style, and content of two or more texts.
g. Evaluate information from multiple sources presented in diverse media formats to address a question or solve a problem	Students recall information from a source presented a media format to address a questions or solve a problem.	Students summarize information a source presented a media format to address a questions or solve a problem.	Students evaluate information from multiple sources in diverse media formats to address a question or solve a problem.	Students critique information from multiple sources presented in diverse media formats to address questions and solve a problems.
h. Delineate and evaluate argument and claims	Students identify an argument and its claim.	Students analyze the claims of an argument.	Students delineate and evaluate argument and claims.	Students REPLACE consistently construct relevant arguments and claims using delineation and evaluation from the text.
i. Integrate information from multiple sources to build knowledge and compare author's approaches or perspectives	Students identify an author's approach or perspective.	Students determine author's approach or perspective from one source.	Students integrate information from multiple sources to build knowledge and compare author's approaches or perspectives.	Students create a product based on the use of information from multiple sources to build knowledge and compare author's approaches or perspectives.
j. Understand and apply Grades -level phonics and word analysis skills in decoding words.	Students recognize Grades -level phonics.	Students understand and apply Grades -level phonics and word analysis with sufficient accuracy and fluency.	Students understand and apply Grades -level phonics and word analysis with sufficient accuracy and fluency to support comprehension.	Students analyze Grades -level phonics and word analysis with sufficient accuracy and fluency to support comprehension.
k. Read closely with sufficient accuracy and fluency to support comprehension.	Students recognize Grades -level phonics.	Students understand and apply Grades -level phonics and word analysis with sufficient accuracy and fluency	Students understand and apply Grades -level phonics and word analysis with sufficient accuracy and fluency to support comprehension.	Students analyze Grades -level phonics and word analysis with sufficient accuracy and fluency to support comprehension.

Sample Task for Elementary Graduation Competency 1

Students will be given a piece of literature that is either narrative, opinion, or informational in nature, to read closely to analyze and evaluate. Some great resources to assist in selecting a text can be found at http://www.readingrockets.org/, http://www.weeklyreader.com/elementary-resources, http://reading.ecb.org/, https://newsela.com/, and http://www.readworks.org/.

The text may be a Lexile appropriate, current event or short story found on newsela.com or readworks.org suitable to address a complex literary or informational selection. Please note that the student should select the text, while teachers help facilitate the selection process.

Once students have selected their text, they should carefully read and annotate their selected text giving careful attention to themes and central ideas. Support with this concept can be found in the teacher guidance documents provided by the Georgia Department of Education located at https://www.georgiastandards.org/Common-Core/Pages/ELA-K-5.aspx.

Once the text has been annotated, the student will determine a central question presented by the text. An example can come from the text, *The Watsons Go to Birmingham- 1963*. A central question from the text would include "What does the text teach us about friendship?"

Next, the student will provide a critical analysis or summary to address the question.
In the analysis, the student will explicate the central ideas of the text, determine author's point of view and purpose, and determine the connections between individuals, ideas, or events. The student must cite textual evidence to support their claims and must include an evaluation of the claims made in the texts.

Graduation Competency 1: Read closely to analyze and evaluate all forms of (*i.e. complex literary and informational*) texts.

Middle Grades Performance Indicators (6-8)

a. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

b. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

c. Analyze how a text makes connections and how a text distinguishes between individuals, ideas, or events.

d. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone of a text, including analogies or allusions to other texts.

e. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

f. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

g. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

h. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

i. Analyze a case in which two or more texts provide conflicting information on the same topic and evaluate where the texts disagree on matters of fact or interpretation.

Performance Indicators Scoring Criteria Middle School Grades Graduation Competency 1

Performance Indicator	Emerging	Progressing	Competent	Exemplary
a. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Students include basic facts and/or quotes but does not support the claim nor recognize relevant purpose of the text.	Students show understanding through inconsistent application of citing textual evidence to indicate the claim and relevant purpose of text.	Students cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Students evaluate and formulate sufficient citations from the text, both explicit and implicit, to fully analyze and synthesize the claim made and strengthen the relevant purpose of the text.
b. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	Students recognize the central idea of the text with no relevance to supporting ideas included in the text.	Students summarize the central idea of the text and recognize development of supporting details over the course of the text.	Students determine central idea and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text	Students evaluate and deconstruct the central idea of a text; analyzing the supporting details and formulate an objective summary of the text.

c. Analyze how a text makes connections and how a text distinguishes between individuals, ideas, or events.	Students recognize connections from a text but does not distinguish between individuals, ideas, or events.	Students summarize connections from the text and recognize individuals, ideas, or events.	Students analyze how a text makes connections and how a text distinguishes between individuals, ideas, or events.	Students analyze connections from the text and synthesize those to other relevant material, as well as distinguish between individuals, ideas, or events for comparison purposes.
d. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone of a text, including analogies or allusions to other texts.	Students recall the meaning of words and phrases and recognize the difference between figurative or connotative meaning.	Students recognize the meanings of words and phrases and clarify between figurative and connotative meanings. Students understand the impact of word choice on meaning and tone of a text.	Students differentiate between figurative and connotative meanings of words and phrases, as well as analyze the impact of specific word choice on meaning or tone of the text.	Students deconstruct figurative and connotative meanings of words and phrases, as well as formulate an analysis of the impact of specific word choice on meaning or tone of the text, including analogies and allusions to other texts.
e. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	Students recognize the structure of a specific (introductory, body, closing) paragraph in a text.	Students analyze the structure of specific paragraphs in a text and recognize the role (thesis, detail, transitional) of sentences to support the concept.	Students analyze in detail the structure of specific paragraphs and explain the role of particular sentences in developing and refining a key concept.	Students analyze and critique, in detail, the structure of specific paragraphs and include the role of particular sentences or words/phrases in developing and refining a key concept.
f. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	Students recognize the author's point of view or purpose and the evidence that supports their claim.	Students explain the author's point of view and/or purpose in a text using evidence from various viewpoints contained in the text.	Students determine the author's point of view and/or purpose in a text and recognize the conflicting evidence or viewpoints that are contained in the text.	Students evaluate the author's point of view and purpose in a text, as well as analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
g. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	Students recognize that there are advantages and disadvantages of using different mediums to present a particular topic or idea.	Students understand and articulate the advantages and disadvantages of using different mediums to present a particular topic or idea.	Students analyze the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	Students evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to formulate a presentation on a particular topic or idea.
h. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant	Students identify the arguments and specific claims in a text and relevant evidence.	Students categorize arguments and specific claims and identify sound reasoning and relevant evidence.	Students evaluate the argument and specific claims in a text, assess whether reasoning is sound and evidence is relevant, and identify	Students delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is

			irrelevant evidence.	relevant and sufficient; recognize when irrelevant evidence is introduced.
and sufficient; recognize when irrelevant evidence is introduced.				
i. Analyze a case in which two or more texts provide conflicting information on the same topic and evaluate where the texts disagree on matters of fact or interpretation.	Students recognize conflicting information in multiple texts on the same topic.	Students clarify the conflicting information presented in multiple texts on the same topic.	Students analyze the conflicting evidence presented in multiple texts on the same topic and recognize where the texts disagree on matters of fact.	Students analyze and synthesize cases using multiple texts with conflicting information on the same topic and evaluate where the texts disagree on matters of fact and interpretation.

Sample Task for Middle Grades Graduation Competency 1

Students will select a piece of literature that reflects their interests as well as the focus of the study from class lessons or from a list of selected texts for their grade level. After students select his or her literary text, they will submit their selection to the teacher for approval.

They should carefully read and annotate their selected text. Once the text has been annotated, Students will write an analysis of the text. In the analysis, students will determine the central ideas of the text, determine author's point of view and purpose, and determine the connections between individuals, ideas, or events. The analysis should also indicate understanding of word meaning and the use of literary elements to determine meaning and tone of the test. Textual evidence from the selected piece should be used in the analysis.

After completing the initial analysis, students will conduct research to find additional reviews of the story from valid sources (High School) that support their analysis of the text or published accounts from the author of the text discussing the work (primary source). This research should include the same information or topic from the original text selection presented in at least one other medium (e.g., print or digital text, video, multimedia), as well as pieces that make an opposing claim to the texts' presentation. All of the researched information will be used for additional textual evidence supporting their claim.

Students will then revise their original analysis to include any additional information gained or claims amended. This revision should include specific references to words or phrases that impact the meaning and tone of the text, discussion of the advantages and disadvantages to presentation of material in different mediums, and an evaluation of the claims made in the opposing texts. In addition to the revised analysis, students will describe (either written or orally) how the structure of the researched and referenced material impacted their ability to understand the development of the claims being made or key concepts included in said material.

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Graduation Competency 1: Read closely to analyze and evaluate all forms of (*i.e. complex literary and informational*) texts.

High School Performance Indicators (9-12)

a. Cite strong and thorough textual evidence to support an analysis of the text, including any applicable primary or High School sources, and determine both explicit and implicit meanings, such as inferences that can be drawn from the text and where the text leaves matters uncertain.

b. Determine the central ideas of the text and provide an objective summary.

c. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

d. Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone of a text or texts, including words with multiple meanings or language that is particularly effective for a desired purpose.

e. Analyze how an author chose to structure a text and how that structure contributes to the text's meaning and its aesthetic and rhetorical impact.

f. Determine an author's point of view, purpose, or rhetorical strategies in a text, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

g. Evaluate information from multiple sources presented in diverse media and formats (e.g., print, digital, visual, quantitative) to address a question or solve a problem.

h. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

i. Integrate information from diverse sources into a coherent understanding of an idea or event, evaluating discrepancies among sources.

Performance Indicators Scoring Criteria for High School Graduation Competency 1

Performance Indicator	Emerging	Progressing	Competent	Exemplary
a. Cite strong and thorough textual evidence support an analysis of the text, including applicable primary or High School sources, and determining explicit and implicit meanings, such as inferences drawn from the text and where matters are uncertain.	Students select evidence but that evidence does not support analysis. Students paraphrase rather than cite. Students do not understand explicit or implicit meaning.	Students select evidence to support analysis but the cited evidence is not integrated. Students understand explicit but not implicit meaning.	Students construct support for analysis by citing integrated evidence from the text, including relevant supplementary sources. Students determine explicit and implicit meanings.	Students strengthen analysis through evaluation and selection of precisely integrated evidence, drawing from apt supplementary sources. Students articulate explicit and implicit meanings.

b. Determine the central ideas of the text and provide an objective summary.	Students identify a central idea but provide a subjective rather than objective summary.	Students identify multiple central ideas but provide a subjective rather than objective summary.	Students determine multiple central ideas and construct an objective summary.	Students differentiate multiple central ideas and articulate an objective summary that distinguishes dominant and subordinate ideas.
c. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	Students identify but cannot analyze a simple set of ideas or sequence of events.	Students analyze a simple set of ideas or sequence of events OR can identify but cannot analyze a complex set of ideas or sequences of events.	Students analyze a complex set of ideas or sequence of events and explain the interaction and development of specific elements throughout the text.	Students interpret a complex set of ideas or sequence of events and assess the interaction and development of specific elements throughout the text.
d. Determine the meaning of words and phrases as they are used in text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone of the text, including words with multiple meanings or language that is particularly effective for a desired purpose.	Students determine the literal but not figurative sense of words.	Students determine the literal and some figurative sense of words but cannot determine the impact of diction on meaning and tone.	Students determine the literal and figurative sense of words in order to analyze the impact of diction on meaning and tone. Students relate the author's word choice to purpose.	Students determine the literal and figurative nuance of words in order to critique the effectiveness of diction on meaning and tone. Students evaluate the connection between word choice and author's purpose.
e. Analyze how an author chose to structure a text and how that structure contributes to the text's meaning and its aesthetic and rhetorical impact.	Students identify structural elements of the text but cannot analyze the purpose of structure.	Students determine the text's structure and state the text's meaning but cannot analyze how structure relates to meaning.	Students analyze the text's structure and how it contributes to the text's meaning as well as beauty or persuasiveness.	Students evaluate the text's structure and assess how it advances the text's meaning and enhances its beauty or persuasiveness.

f. Determine an author's point of view, purpose, or rhetorical strategies in a text, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	Students identify the rhetorical elements of a text but cannot analyze the contribution of these elements to persuasiveness of the text.	Students identify the rhetorical elements of a text and understand the author's persuasive purpose but cannot analyze how rhetorical elements contribute to purpose.	Students determine the rhetorical elements of a text and analyze their contribution to the persuasiveness of the text.	Students evaluate the rhetorical elements of a text and assess their contribution to the persuasiveness of the text.
g. Evaluate information from multiple sources presented in diverse media and formats (e.g., print, digital, visual, quantitative) to address a question or solve a problem.	Students explain source material but cannot analyze its viability in addressing the question or solving the problem.	Students evaluate source material but cannot draw on information from multiple sources to formulate an answer or solution.	Students evaluate source material that draws on multiple sources to formulate an answer or solution.	Students synthesize source material and purposefully select apt evidence to articulate an answer or solution.
h. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	Students identify the argument but cannot delineate specific claims. Students identify some evidence but not reasoning.	Students determine the argument and delineate its claims, identifying the reasoning and evidence. Students cannot identify false reasoning.	Students delineate and evaluate an argument and its claims, assessing the validity of reasoning and relevance of evidence. Students identify false reasoning.	Students assess an argument and discriminate its claims, justifying the validity of reasoning and effectiveness of evidence. Students refute false reasoning.
i. Integrate information from diverse sources into a coherent understanding of an idea or event, evaluating discrepancies among sources.	Students explain information from diverse sources but cannot integrate material to form a coherent understanding.	Students integrate information from diverse sources and can integrate material to form a coherent understanding but cannot evaluate discrepancies among sources.	Students integrate information from diverse sources to demonstrate a coherent understanding, evaluating discrepancies .among sources.	Students synthesize information from diverse sources to articulate a coherent and complex understanding, assessing discrepancies among sources.

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Sample Task for High School Graduation Competency 1

The learner will select a classic short story that's representative of the course's literary focus (Survey of Literature, World Literature, American Literature, or British Commonwealth Literature- a wide variety of short selected stories can be found at http://www.readbookonline.net/shortStory/- and http://www.classicshorts.com/).

After the student selects his or her short story, they will carefully read and annotate the text. Once the text has been annotated, the student will write a short critical analysis of the text. In the critical analysis, the student must determine the central ideas of the text, determine an author's point of view and purpose, while determining the rhetorical strategies used to develop both (author's point of view and purpose).

After completing the critical analysis, the student will then find THREE critical reviews of the story from valid internet sources that support their critical analysis of the text. Additionally, the student will find TWO published accounts of the text's author discussing the work.

The student will then add researched evidence from the critical reviews (High School sources) and the author's own account about the work (primary sources) to their previously written critical analysis.

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Graduation Competency 2: Construct task-appropriate writing for diverse purposes and audiences.

Elementary Performance Indicators (K-5)
  a. Write opinion pieces on topics or texts, supporting a point of view with reasons and/or information.
  b. Write informative/explanatory texts to examine a topic and convey ideas clearly and accurately.
  c. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences with transitions.
  d. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
  e. Develop and strengthen writing for a specific purpose and audience as needed by planning, revising, and editing.
  f. Use technology to produce and publish writing in addition to interacting and collaborating with others.

Performance Indicators Scoring Criteria for Elementary Graduation Competency 2

Performance Indicator	Emerging	Progressing	Competent	Exemplary
a. Write opinion pieces on topics or texts, supporting a point of view with reasons and/or information.	Students write opinion pieces but point of view and reasons and/or information is off topic	Students write opinion pieces on topics or text, supporting a point of view with limited reasons/information.	Students write opinion pieces on topics or texts, supporting a point of view with reasons and/or information.	Students write opinion pieces on topics or texts, supporting multiple points of view with reasons and/or information.
b. Write informative/explanatory texts to examine a topic and convey ideas clearly and accurately	Students write informative/ explanatory texts to explain a topic.	Students write informative/ explanatory texts to explain a topic and convey ideas.	Students write informative/ explanatory texts to examine a topic and convey ideas clearly and accurately.	Students write informative/ explanatory texts to examine a topic and convey ideas clearly and accurately using multiple resources.
c. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences with transitions	Students write narratives to develop real or imagined experiences or events.	Students write narratives to develop real or imagined experiences or events using effective techniques and descriptive details.	Students write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences with transitions.	Students write narratives to develop real or imagined experiences or events using multiple effective techniques, descriptive details, and clear event sequences with transitions.

d. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience	Students produce clear and coherent writing for a task.	Students produce clear and coherent writing for an appropriate task and purpose.	Students produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	Students produce clear and coherent writing in which the development and organization are appropriate to diverse tasks purposes, and audiences.
e. Develop and strengthen writing for a specific purpose and audience as needed by planning, revising, and editing	Students develop writing for a specific purpose.	Students develop writing for a specific purpose and audience.	Students develop and strengthen writing for a specific purpose and audience as needed by planning, revising, and editing.	Students develop and strengthen writing for a specific purpose and audience as needed by planning, and multiple revisions, and edits.
f. Use technology to produce and publish writing in addition to interacting and collaborating with others	Students use technology to publish writing independently.	Students use technology to publish writing while collaborating with others.	Students use technology to produce and publish writing in addition to interacting and collaborating with others.	Students use multimedia technology to create a production as a result of writing in collaboration with others.

Sample Task for Elementary Graduation Competency 2

Option 1

Students will formulate an opinion after reading information on a selected a topic or text, using evidence from that text to support a point of view with reasons and/or information. The text may be a Lexile appropriate, current event or short story, found on newsela.com or readworks.org suitable to address a complex literary or informational selection.

They should read and annotate their selected text giving careful attention to supporting an opinion with reasons/and or information. Once the text has been annotated, the student will produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

The student will develop and strengthen writing as needed by planning, revising, and editing.

The student will use technology to produce and publish their writing in addition to interacting and collaborating with others.

Option 2

Students will conduct research to develop a sound opinion on a current event topic; such as the issue of the soda ban in New York City recently. Students will read an article (http://www.timeforkids.com/news/goodbye-big-drinks/46886) on the issue developing guiding questions as they read. Students will closely read the article and note key ideas and details, some of which should be used in their writing eventually.

Now students will read another article related to their selected topic, for example, a text about sugar and soda. http://www.timeforkids.com/news/goodbye-big-drinks/46886 As they read, students should ask themselves key questions that will guide their thinking.

After conducting some research, students will decide their position (opinion) on their selected topic. For instance, using the above mentioned texts, Students decide whether or not Mayor Bloomberg was just in banning giant sodas. Finally, students will be able to write their own editorial article supporting one side of the argument. The editorial should be a piece of writing that is based on an opinion the author wants to share with readers and should include evidence from their research.

The student will develop and strengthen writing as needed by planning, revising, and editing.

The student will use technology to produce and publish their writing in addition to interacting and collaborating with others.

Graduation Standard 2 (Informational): Construct task-appropriate writing for diverse purposes and audiences.

The informational task will require students to write an informational article based on information included in paired text. Prior to the writing task, students need to closely read two articles, for example, Heads Up and Sport Safety. The focus will be to inform their audience of ways kids can stay safe when playing sports and being active. Students may take notes, highlight, or use graphic organizers to assist with gathering their thoughts and ideas.

Students will work individually to compose a full-length informational article on their selected topic. Based on the task above, students will work individually to compose a full-length informational article about how kids can stay safe when playing sports and being active, referring to details from the texts. Students may also refer to their notes or passages, as needed.

The student will develop and strengthen writing as needed by planning, revising, and editing.

The student will use technology to produce and publish their writing in addition to interacting and collaborating with others.

Graduation Competency 2 (Narrative): Construct task-appropriate writing for diverse purposes and audiences.

Students should have access to various narrative texts (Mentor Texts), real or imagined, to model the structure of the desired outcome. For instance, stories with clear beginning, middle, and end sequencing or problem-solution contexts.

As students are entering this task, they should have knowledge of narrative strategies such as dialogues, descriptions, characters, plot, setting, and closure.

The student will develop and strengthen writing, as needed, by planning, revising, and editing.

The student will use technology to produce and publish their writing in addition to interacting and collaborating with others.

Graduation Competency 2: Construct task-appropriate writing for diverse purposes and audiences.

> **Middle Grades Performance Indicators (6-8)**
> a. Write effective arguments to support claims with clear reasons and relevant evidence.
> b. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
> c. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
> d. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach with fidelity to purpose and audience.
> e. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas effectively to interact or collaborate with others.

Performance Indicators Scoring Criteria for Middle Grades Graduation Competency 2

Performance Indicator	Emerging	Progressing	Competent	Exemplary
a. Write effective arguments to support claims with clear reasons and relevant evidence	Students write an argument that makes claims with few, if any, reasons or evidence.	Students write an argument that provides support of claims with limited reasons or evidence.	Students write an effective to support claims with clear reasons and relevant evidence.	Students write effective and concise analysis of topics to provide arguments and counter-arguments with support of claims through clear reasons and evidence.
b. Write informative or explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content	Students write informative or explanatory texts on a topic with few, if any, ideas and information based on content.	Students write informative or explanatory texts describing a topic with ideas and information based on relevant content.	Students write informative or explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	Students write informative or explanatory texts that fully examine a topic and convey ideas, content and information through the logical selection, organization, and analysis of relevant content.
c. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	Students write narratives and begin to develop an experience or event.	Students write narratives to develop real or imagined experiences or events using basic technique and a few descriptive details.	Students write narratives to develop real or imagined experiences or events using technique, descriptive details, and sequence of events.	Students write narratives to fully develop any type of experience or event using effective technique, relevant descriptive details, and well-structured event sequences; conveying tone and mood, when necessary.

d. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach with fidelity to purpose and audience.	Students write, with guidance from adults or peers, to an audience.	Students develop writing, with guidance from adults or peers, to an audience with some evidence of planning.	Students develop and strengthen their writing, with some guidance and support from adults or peers, to an audience as needed by planning, revising, editing, rewriting, or trying a new approach with fidelity to purpose and audience.	Students develop and strengthen their writing through planning, revising, editing, rewriting, and even a new approach with fidelity in purpose and audience.
e. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas effectively to interact or collaborate with others.	Students write and publish using technology while presenting information or ideas in an attempt to interact with others.	Students write and publish using technology while presenting information or ideas and the relationship between them in an attempt to interact with others.	Students write and publish using technology, including the Internet, while presenting information or ideas and the relationship between them in an attempt to interact with others.	Students produce and publish writing using technology, including the Internet, and present the relationship between information and ideas effectively to interact and collaborate with others.

Sample Task for Middle Grades Graduation Competency 2

The students will read two texts and watch a video. The texts can be previously read text, cold texts, or a mixture. Below are suggested texts for each grade level. Please note that the texts, videos, and response sheets are suggested. The qualifying statement is that each text and video give varied perspectives, background information, and facts.

6th Grades
Text #1: *Eating Bugs* (article with video)
Text #2: *Good Enough to Eat* (TimeKids)
Video: *Should We All Be Eating Insects?* (YouTube)
Alternate Text: *What are Stink Bugs?* (Orkin.com)

7th Grades
Text #1: Eau, no: Clean, healthy and pure? Hardly. Bottle water is killing the planet.
Text #2: Water (there are several articles, fact sheets, petitions, etc. on this site…Teacher Choice)
Video: Mass. Town Bans Bottled Water (YouTube)
Alternate Text: Goodbye, Bottled Water? (Scholastic)

8th Grades
Text #1: [Goals Affect Feelings of Pride and Shame After Success and Failure](#) (Penn State News)
Text #2: [Parents Help Children's Sports Dreams Come True](#) (NEWSELA—940L)
      [For Parents, The Name of Their Game Is Sacrifice](#) (NEWSELA—1130L)
      [For Parents, Sacrifices Worth It For Children's Athletic Careers](#) (NEWSELA—MaxL)
Video: [Famous Failures](#) (YouTube)
Alternate Text: [There's a Reason Why Your Kids Aren't Playing—They're Not Good Enough](#)

Students should be given an opportunity to write an informative, explanatory, and narrative piece in response to the texts and video presented. If needed to complete all elements of the standard, other texts and videos can be chosen and made available. Students will analyze the information and ideas provided so that they may make an informed decision concerning a specified claim, justification of the same claim, and evidence to then support the claim in relation to the tasks' prompt.

Graduation Competency 2: Construct task-appropriate writing for diverse purposes and audiences.

> **High School Performance Indicators (9-12)**
> a. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
> b. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
> c. Write narratives to develop real or imagined experiences or events using effective technique, vivid details, and purposeful event sequences.
> d. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, with a focus on what is most effective for a specific purpose and audience
> e. Use technology to produce, publish, and update individual or collaborative writing products in response to ongoing feedback, including new arguments or information.

Performance Indicators Scoring Criteria for High School Graduation Competency 2

Performance Indicator	Emerging	Progressing	Competent	Exemplary
a. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and sufficient evidence.	Students write an argument.	Students write an argument with limited use of substantive texts.	Students write an argument that reflects their analysis of substantive texts.	Students write a complex argument that reflects sophisticated reasoning and analysis of substantive texts.
b. Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	Students write an informative/ explanatory text.	Students write an organized informative/ explanatory text.	Students write an organized informative/ explanatory text that employs supported, complex ideas.	Students write an organized informative/ explanatory text that supported, complex ideas with a sophisticated command of the language.
c. Write narratives to develop real or imagined experiences or events using effective technique, vivid details, and purposeful event sequences.	Students write a narrative.	Students write an organized narrative with limited details.	Students write an organized narrative with style and vivid details.	Students write an organized narrative with style, vivid details, and purposeful development.

d. **Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, with a focus on what is most effective for a specific purpose and audience.**	Students demonstrate knowledge of the writing process.	Students demonstrate knowledge and limited implementation of the writing process.	Students employ the writing process to adjust to the specific purpose and audience of the writing assignment.	Students explore various approaches and employ the writing process to adjust to the specific purpose and audience of the writing product.
e. **Use technology to produce, publish, and update individual or collaborative writing products in response to ongoing feedback, including new arguments or information.**	Students produce a writing product.	Students produce a writing product with limited evidence of revision.	Students use technology to produce, revise, and publish a writing product using ongoing feedback.	Students use technology to produce, revise, and publish a writing product that includes new arguments and information, using ongoing feedback.

Sample Task for High School Graduation Competency 2

The learner will read a drama that is representative of the course's literary focus and examine how the protagonist transforms over the course of the drama. The educator will either assign or allow students to select their dramas. The students will be divided into three groups, with each group reading a different drama.

Example Dramas:
> **Grade 09**: *A Doll's House, The Miracle Worker, Romeo and Juliet*
> **Grade 10**: *Hamlet, "Master Harold"…and the boys, Rhinoceros*
> **Grade 11**: *Death of a Salesman, Fences, A Raisin in the Sun*
> **Grade 12**: *Doctor Faustus, The Importance of Being Earnest, Othello*

In addition to determining the central ideas of the text, the learner will identify the most significant change that the protagonist undergoes and determine the mechanisms that the author utilizes to accomplish and communicate the transformation. The learner should annotate the text and take notes while reading.

After reading and annotating, the learner will participate in a group discussion with peers who read the same drama. The learner should think critically about the protagonist's transformation and communicate his/her ideas effectively. The learner should take notes where appropriate during these discussions.

Transformation Analysis
The learner will write an informative/explanatory essay that conveys a clear and focused analysis of the protagonist's transformation from the beginning to the end of the drama. The learner will focus on the following:

- organization
- connections
- distinctions
- concrete details
- transitions
- cohesion

Transformation Justification
Was the protagonist's transformation essential to the author's central idea and purpose? The learner will write an argumentative essay that supports or refutes the importance of the protagonist's transformation. The learner will focus on the following:

- author's purpose
- claim
- reasoning
- textual evidence
- organization

Witnessing the Transformation
After the reading the drama and analyzing the protagonist's transformation, the learner will write a narrative from the perspective of another character. The narrative should describe the secondary character's reaction to the protagonist, his/her transformation, and other key events in the drama. The learner will focus on the following:

- pacing
- dialogue
- description
- reflection
- figurative language

The learner will take all of the writing tasks through the writing process, soliciting feedback from peers and revising as necessary. The educator will conference with the learner to support and ensure mastery of the standards. The published essays will be produced, updated, and published via the student's choice of technology.

Graduation Competency 3: Design and implement concise and sustained research tasks focused by questions and understandings of rigorous and relevant topics.

Elementary Performance Indicators (K-5)
a. Conduct short research using multiple sources to build knowledge of different aspects of a topic.
b. Recall and compile relevant information from experiences and from print and digital sources; summarize or paraphrase information and provide a list of sources.
c. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Performance Indicators Scoring Criteria for Elementary Graduation Competency 3

Performance Indicator	Emerging	Progressing	Competent	Exemplary
a. Conduct short research using multiple sources to build knowledge of different aspects of a topic	Students conduct short research using a source to build knowledge of an aspect of a topic.	Students conduct short research using multiple sources to build knowledge of an aspect of a topic.	Students conduct short research using multiple sources to build knowledge of different aspects of a topic.	Students conduct extensive research using multiple sources to build knowledge of different aspects of a topic.
b. Recall and compile relevant information from experiences and from print and digital sources; summarize or paraphrase information and provide a list of sources	Students recall relevant information from experiences; paraphrase information.	Students recall and compile relevant information from experiences from print or digital sources; paraphrase information.	Students recall and compile relevant information from experiences and from print and digital sources; summarize or paraphrase information and provide a list of sources.	Students recall and compile relevant information from experiences and from print and digital sources; summarize or paraphrase information, create graphic representation when appropriate, and provide a list of sources.
c. Draw evidence from literary or informational texts to support analysis, reflection, and research	Students draw information from literary or informational text.	Students draw information from literary or informational text to support reflection and research.	Students draw evidence from literary or informational texts to support analysis, reflection, and research.	Students draw evidence from multiple literary or informational texts to support analysis, reflection, and research.

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Sample Task for Elementary Graduation Competency 3

Students will select a topic to research using multiple sources (literary or informational) to build knowledge of different aspects of the topic. Students may select a topic that is grade-level, content, and standard specific (i.e., Trace important developments in America since 1975 or describe the roles of organisms and the flow of energy within an ecosystem.)

Students should gather resources (digital or print) on their topic of choice to closely read and synthesize the information, giving careful attention to supporting their selected topic to clearly communicate their learning of the content studied. Using information collected, students will produce a clear and coherent research based on the student selected topic. The student will develop and strengthen writing as needed by planning, revising, and editing.

The student will use appropriate technology to produce and publish their writing in addition to interacting and collaborating with others to share findings.

Possible Resources:
   GALLILEO
   Nettrekker
   Readworks
   NewsELA
   Library of Congress

Graduation Competency 3: Design and implement concise and sustained research tasks focused by questions and understandings of rigorous and relevant topics.

Middle Grades Performance Indicators (6-8)
   a. Compile relevant information from multiple print and digital sources, using search terms effectively and assess the credibility and accuracy of each source.
   b. Cite evidence or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
   c. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Performance Indicators Scoring Criteria for Middle Graduation Competency 3

Performance Indicator	Emerging	Progressing	Competent	Exemplary
a. Compile relevant information from multiple print and digital sources, using search terms effectively and assess the credibility and accuracy of each source	Students use information from a few sources and determine the accuracy of information.	Students gather relevant information from multiple print and digital sources, using search terms effectively and assess the credibility and accuracy of each source.	Students compile relevant information from multiple print and digital sources, using search terms effectively and assess the credibility and accuracy of each source.	Students use effective search techniques in order to compile relevant information from a variety of appropriate print and digital sources, using relevant search terms and effectively assessing the credibility and accuracy of each source.
b. Cite evidence or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation	Students cite evidence in writing samples.	Students cite evidence and present limited conclusions in their writing.	Students cite evidence or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Students cite explicit evidence, paraphrase implicit evidence and data, and offer their own conclusions from the text without plagiarism and following appropriate format for all citations.
c. Draw evidence from literary or informational texts to support analysis, reflection, and research.	Students draw evidence from literary or informational text.	Students draw evidence from literary or informational text in an effort to support work.	Students draw evidence from literary or informational texts to support analysis, reflection and research.	Students draw relevant evidence from literary and informational texts to fully support their analysis, reflection, and research.

Sample Task for Middle Grades Graduation Competency 3

Students will select a grade appropriate topic for research. Typical topics will come from unit work with Project Based Learning, (or depending on what is appropriate for the individual student/class/grade level, they will either be given a topic, given a choice of topics, or discuss a topic in a collaborative group).

In the research task, students will conduct specific, targeted research on a chosen topic using relevant sources, such as Galileo or Google Scholar. (A tutorial to effectively locate information using effective search terms for credible sources such as Galileo and Google Scholar, can be achieved through collaboration with the school media specialist prior to conducting the research).

Once students have conducted all research for their topic, they will use the notes that were taken during the research process to develop their research papers. In the papers, students must cite textual evidence to support their analysis of the topic. In addition, students will need to include specific elements of textual evidence that includes paraphrasing and directly quoting the author's work, as well as a reference page at the end of their writing to avoid plagiarism, and a reflection.

Graduation Competency 3: Design and implement concise and sustained research tasks focused by questions and understandings of rigorous and relevant topics.

> **High School Performance Indicators (9-12)**
> a. Compile relevant information from multiple print and digital sources, using effective research and online-search methods, and determine the credibility and accuracy of the sources while assessing the strengths and limitations of each source for the specific task, purpose, and audience.
> b. Integrate information from multiple sources into the text effectively to maintain the structure of ideas, while following a standard citation format.
> c. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Performance Indicators Scoring Criteria for High School Graduation Competency 3

Performance Indicator	Emerging	Progressing	Competent	Exemplary
a. Compile relevant information from multiple print and digital sources, using effective research and online-search methods, and determine the credibility and accuracy of the sources while assessing the strengths and limitations of each source for the specific task, purpose, and audience	Students compile information from sources using research methods.	Students compile relevant information from print or digital sources using research or search methods with some credibility according to task and purpose.	Students compile relevant information from multiple print and digital sources, using effective research and online-search methods, and determine the credibility and accuracy of the sources while assessing the strengths and limitations of each source for the specific task, purpose, and audience.	Students compile and use relevant information from a variety of print and digital sources, employ effective research and online-search methods, and determine the credibility and accuracy of the sources with fidelity while assessing the strengths and limitations of each source for the specific task, purpose, and audience, eliminating irrelevant material.
b. Integrate information from multiple sources into the text effectively to maintain the structure of ideas, while following a standard citation format.	Students integrate information from multiple sources into the text.	Students integrate information from sources into the text to maintain the structure of ideas.	Students integrate information from multiple sources into the text effectively to maintain the structure of ideas, while following a standard citation format.	Students analyze information to be integrated into the text effectively from a variety of sources, maintaining the structure or providing an analysis of ideas, while following all appropriate citation formats.

c. Draw evidence from literary or informational texts to support analysis, reflection, and research.	Students draw evidence from texts.	Students draw evidence from texts to support analysis, reflection, or research.	Students draw evidence from literary or informational texts to support analysis, reflection, and research.	Students draw evidence from a variety of literary and informational texts to analyze, reflect, and research specific, relevant topics.
d. Compile relevant information from multiple print and digital sources, using effective research and online-search methods, and determine the credibility and accuracy of the sources while assessing the strengths and limitations of each source for the specific task, purpose, and audience	Students compile information from sources using research methods.	Students compile relevant information from print or digital sources using research or search methods with some credibility according to task and purpose.	Students compile relevant information from multiple print and digital sources, using effective research and online-search methods, and determine the credibility and accuracy of the sources while assessing the strengths and limitations of each source for the specific task, purpose, and audience.	Students compile, synthesize, and use relevant information from a variety of print and digital sources, employ effective research and online-search methods, and determine the credibility and accuracy of the sources with fidelity while assessing the strengths and limitations of each source for the specific task, purpose, and audience, eliminating irrelevant material.
e. Integrate information from multiple sources into the text effectively to maintain the structure of ideas, while following a standard citation format.	Students integrate information from multiple sources into the text.	Students integrate information from sources into the text to maintain the structure of ideas.	Students integrate information from multiple sources into the text effectively to maintain the structure of ideas, while following a standard citation format.	Students integrate information from a variety of sources effectively into their text, maintaining the structure or providing an analysis of ideas, while following all appropriate citation formats
f. Draw evidence from literary or informational texts to support analysis, reflection, and research.	Students draw evidence from texts.	Students draw evidence from texts to support analysis, reflection, or research.	Students draw evidence from literary or informational texts to support analysis, reflection, and research.	Students draw evidence from a variety of literary and informational texts to analyze, reflect, and research specific, relevant topics, eliminating irrelevant information.

Sample Task for High School Graduation Competency 3

To begin the task, the teacher will provide students with three to five research questions that are based on a specific course relevant topic or theme. Each student will select a research question for the task.

Next, the teacher will provide sources that are credible and those that are unreliable related to the research question selected by the student. Students will be asked to read and distinguish between the two types of sources; teachers are encouraged to utilize the media specialist to introduce students to the online search engines available.

Once credibility using the sources has been established, students will employ an appropriate style format to construct a short, cohesive research paper that synthesizes and integrates multiple sources.

Next, students will be tasked with generating their own topics/relevant thematic ideas. Students will find their own sources, distinguishing between what are good, reliable sources and those that lack reliability. After sources are collected, students will use documentation appropriate to the selected topic to construct a research paper. They will synthesize their multiple sources of information and integrate these sources into their paper to formulate a cohesive argument.

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Graduation Competency 4: Collaborate and communicate effectively in a range of discussions, responding appropriately to diverse perspectives.

> **Elementary Performance Indicators (K-5)**
> a. Engage effectively in a range of collaborative discussions with diverse partners on Grades appropriate topics and texts, following agreed upon rules and roles, building on others' ideas and expressing their own clearly.
> b. Summarize information (visually, quantitatively, and orally) from various sources that explain how claims are supported by reasons and evidence.
> c. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Performance Indicators Scoring Criteria for Elementary Graduation Competency 4

Performance Indicator	Emerging	Progressing	Competent	Exemplary
a. Engage effectively in a range of collaborative discussions with diverse partners on Grades appropriate topics and texts, following agreed upon rules and roles, building on others' ideas and expressing their own clearly	Students engage in a range of collaborative discussions on topics	Students engage in a range of collaborative discussions on Grades appropriate topics and texts	Students engage effectively in a range of collaborative discussions with diverse partners on Grades appropriate topics and texts, following agreed upon rules and roles, building on others' ideas and expressing their own clearly	Students effectively in a range of collaborative discussions with diverse partners on or above-Grades appropriate topics and texts, following agreed upon rules and roles, building on others' ideas and expressing their own clearly
b. Summarize information (visually, quantitatively, and orally) from various sources that explain how claims are supported by reasons and evidence	Students recall information	Students recall information (visually, quantitatively, or orally) from a source that explains how claims are supported by reasons and evidence	Students summarize information (visually, quantitatively, and orally) from various sources that explain how claims are supported by reasons and evidence	Students summarize and analyze information (visually, quantitatively, and orally) from various sources that explain how claims are supported by reasons and evidence
c. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence	Students list the points a speaker makes	Students list the points a speaker makes and explain how each claim is supported by reasons and evidence	Students summarize the points a speaker makes and explain how each claim is supported by reasons and evidence	Students summarize and analyze the points a speaker makes and explain how each claim is supported by reasons and evidence

Sample Task for Elementary Graduation Competency 4 (Students will participate in a Socratic Seminar at the conclusion of this task.)

Students closely examine and analyze articles and videos on a selected topic using a form of note-taking such as, Cornell Notes. In preparation for the Socratic Seminar, students work collaboratively with a partner to plan an argument and gather evidence from the sources provided to support a claim or answer guiding question:

For example, what is the best solution for the school lunch dilemma? Why? Discuss the findings based on the sources.

Students summarize information gathered (who, what, when, where, why, how), consider what other positions may be, and plan a counter argument supported by reasons and evidence from the sources.

Students engage in the Socratic Seminar using visuals (poster board, Power point, Prezi, etc.) to further support claims in the discussion. Students summarize a speaker's points and claims as supported by reasons and evidence. Students take notes and ask questions to support discussion.

Source examples:
> https://newsela.com/articles/schoollunch-chef/id/8194/
> https://www.newsela.com/articles/lunch-standards/id/3964/
> http://abcnews.go.com/Nightline/video/meals-food-school-lunch-students-youtube-government-guidelines-cafeteria-health-17335054

Socratic Seminar: The Socratic seminar is a formal discussion, based on a text, in which the leader asks open-ended questions. Within the context of the discussion, students listen closely to the comments of others, thinking critically for themselves, and articulate their own thoughts and their responses to the thoughts of others. They learn to work cooperatively and to question intelligently and civilly.

Strategy in Practice:
> *Choosing a text:* Socratic seminars work best with authentic texts that invite authentic inquiry—an ambiguous and appealing short story, a pair of contrasting primary documents in social studies, or an article on a controversial approach to an ongoing scientific problem.
>
> *Preparing the students:* While students should read carefully and prepare well for every class session, it is usually best to tell students ahead of time when they will be expected to participate in a Socratic seminar. Because seminars ask students to keep focusing back on the text, you may distribute sticky notes for students to use to annotate the text as they read.
>
> *Preparing the questions*: Though students may eventually be given responsibility for running the entire session, the teacher usually fills the role of discussion leader as students learn about seminars and questioning. Generate as many open-ended questions as possible, aiming for questions whose value lies in their exploration, not their answer. Elfie

Israel recommends starting and ending with questions that relate more directly to students' lives so the entire conversation is rooted in the context of their real experiences.

Establishing student expectations: Because student inquiry and thinking are central to the philosophy of Socratic seminars, it is an authentic move to include students integrally in the establishment of norms for the seminar. Begin by asking students to differentiate between behaviors that characterize debate (persuasion, prepared rebuttals, clear sides) and those that characterize discussion (inquiry, responses that grow from the thoughts of others, communal spirit). Ask students to hold themselves accountable for the norms they agree upon.

Establishing your role: Though you may assume leadership through determining which open-ended questions students will explore (at first), the teacher should not see him or herself as a significant participant in the pursuit of those questions. You may find it useful to limit your intrusions to helpful reminders about procedures (*e.g.* "Maybe this is a good time to turn our attention back the text?" "Do we feel ready to explore a different aspect of the text?"). Resist the urge to correct or redirect, relying instead on other students to respectfully challenge their peers' interpretations or offer alternative views.

Assessing effectiveness: Socratic seminars require assessment that respects the central nature
of student-centered inquiry to their success. The most global measure of success is reflection, both on the part of the teacher and students, on the degree to which text-centered student talk dominated the time and work of the session. Reflective writing asking students to describe their participation and set their own goals for future seminars can be effective as well. Understand that, like the seminars themselves, the process of gaining capacity for inquiring into text is more important than "getting it right" at any particular point.

Graduation Competency 4: Collaborate and communicate effectively in a range of discussions, responding appropriately to diverse perspectives.

Middle Grades Performance Indicators (6-8)

a. Employ relevant evidence from appropriate topics, texts, or issues to probe and reflect on ideas under discussion.

b. Engage effectively in a range of collaborative discussions with diverse partners on appropriate topics, texts, and issues, posing questions that appropriately connect the idea.

c. Analyze the purpose of information presented in diverse formats and evaluate the motives behind its presentation.

d. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance of the evidence.

Performance Indicators Scoring Criteria for Middle Grades Graduation Competency 4

Performance Indicator	Emerging	Progressing	Competent	Exemplary
a. Employ relevant evidence from appropriate topics, texts, or issues to probe and reflect on ideas under discussion.	Students participate in class discussions on topic.	Students include some evidence from texts to participate in class discussions.	Students employ relevant evidence from appropriate topics, texts, or issues to probe and reflect on ideas under discussion.	Students analyze relevant evidence from a variety of texts, topics and issues to probe and reflect deeply or to challenge thinking about ideas under academic review.
b. Engage effectively in a range of collaborative discussions with diverse partners on appropriate topics, texts, and issues, posing questions that appropriately connect the idea.	Students participate in a discussion with partners on texts.	Students participate in partnerships collaboratively on topics or texts.	Students effectively engage in a range of collaborative discussions with diverse partners on appropriate topics, texts, and issues, posing questions that appropriately connect the idea.	Students effectively engage and collaborate with a variety of partners or groups in a range of discussions on all topics, texts, and issues, posing questions that appropriately connect the ideas to instruction or material of interest.
c. Analyze the purpose of information presented in diverse formats and evaluate the motives behind its presentation.	Students recognize information presented in a presentation.	Students understand the purpose of information presented in a presentation.	Students analyze the purpose of information presented in diverse formats and evaluate the motives behind its presentation.	Students analyze and connect the purpose of information presented in a variety of formats and evaluate the motives behind the presentation in relation to topic under discussion.

d. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance of the evidence.	Students understand a speaker's argument.	Students understand a speaker's arguments and claims relating to evidence.	Students delineate a speaker's arguments and specific claims and evaluate the soundness of the reasoning and relevance of the evidence.	Students delineate and interpret a speaker's argument and specific claims, effectively evaluating the soundness of the reasoning and relevance of the evidence, in relation to the task or topic.

Sample Task for Middle Grades Graduation Competency 4

As a warm up, write "Should middle school students be able leave campus for lunch" on the board. Students should have an opportunity to explore this topic through discussion or research activities. Have either one person, or a small group, represent each side of a "yes", and "no" debate/argument. A lively debate about each claim should be facilitated in front of the class. After this, introduce Argumentative Writing in a mini-lesson with the power point below (or instructional aide of your choice).

[Persuasive Writing Powerpoint Sample](#)

Make sure to compare the debate that took place in front of the room and the proper way to write claims and counter claims in a formal paper.

Assign students an argumentative paper on a teacher approved topic. Some samples include:

Is global climate change man-made?	Do curfews keep teens out of trouble?
Is the death penalty effective?	Are we too dependent on computers?
Is our election process fair?	Are parents clueless about child predators on the Internet?
Is torture ever acceptable?	
Should men get paternity leave from work?	Should animals be used for research?
	Should cigarette smoking be banned?
Is a lottery a good idea?	Are cell phones dangerous?

Ensure that the student has written a first draft of the argumentative paper with in text citations to support their stance. Once the teacher has given appropriate feedback with commentary, the student needs to write a second draft. Upon completion the second draft needs to be edited by a peer. Then a final draft needs to be written.

From this final draft of this paper, the students need to pair themselves with another person who has the OPPOSITE stance on their topic. This coupling needs to work together to create multi-media presentations of their stances with numerous sources to be referenced as well as debate points. The debate will be conducted in class and be recorded.

Once all of the debates have been conducted and recorded, the teachers will play them back to the class for review. At this point the class will engage in active discussion and reflection while evaluating the claims presented to them.

Graduation Standard 4: Collaborate and communicate effectively in a range of discussions, responding appropriately to diverse perspectives.

High School Performance Indicators (9-12)
a. Employ evidence from relevant texts and research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
b. Respond thoughtfully through collaboration to complete group tasks employing diverse perspectives.
c. Integrate multiple sources of information presented in diverse media to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting discrepancies.
d. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Performance Indicators Scoring Criteria for High School Graduation Competency 4

Performance Indicator	Emerging	Progressing	Competent	Exemplary
a. Employ evidence from relevant texts and research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	Students include some evidence and participate in class discussions on topic.	Students employ evidence from texts or research to thoughtfully participate in class discussions.	Students employ evidence from relevant texts and research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	Students analyze evidence from texts and employ research on topics and issues to effectively stimulate a thoughtful, well-reasoned exchange of ideas during academic discussions.
b. Respond thoughtfully through collaboration to complete group tasks employing diverse perspectives.	Students respond and collaborate during group tasks.	Students respond and collaborate thoughtfully during group tasks with limited diversity.	Students respond thoughtfully through collaboration to complete group tasks employing diverse perspectives.	Students critically respond through thoughtful collaboration to complete group tasks and effectively recognize and use diverse perspectives.
c. Integrate multiple sources of information presented in diverse media to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting discrepancies.	Students integrate some information from media sources to make decisions or solve problems.	Students integrate some information from multiple media sources to make somewhat informed decisions or solve problems.	Students integrate multiple sources of information presented in diverse media to make informed decisions and solve problems, evaluating credibility and accuracy of each source and noting discrepancies.	Students integrate a variety of informational sources presented in diverse media to make informed decisions and critically solve problems while effectively evaluating credibility and accuracy of each, noting discrepancies and irrelevant material.

d. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	Students understand a speaker's point of view or reasoning.	Students evaluate a speaker's point of view or reasoning relating to evidence.	Students evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	Students analyze and evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric with fidelity.

Sample Task for High School Graduation Competency 4

Students will gather and examine various media texts that represent different perspectives on a focused topic or thematic idea relevant to the course:
- 2 verbal texts (such as TED Talks and political speeches)
- 2 political cartoons
- 2 essays or editorials

In small groups, students analyze the various media texts and work collaboratively to generate guiding questions for the class discussion.

In preparation for class discussion, students conduct research for context about central topic or idea as well as determine the following for each media text:
- speaker's point of view and purpose
- context and occasion
- intended audience
- speaker's reasoning and evidence
- rhetorical appeals and devices employed by speaker
- textual evidence to support purpose, reasoning, and rhetorical elements

Students participate in a group discussion in which they analyze the various media texts and evaluate each speaker's credibility as well as the similarities and differences in the speakers' effectiveness, points of view, purposes, reasoning, and rhetorical elements employed.

Graduation Standard 5: Communicate information, reasoning, and supporting evidence that conveys a clear and distinct perspective.

Elementary Performance Indicators (K-5)
a. Speak clearly when reporting or presenting a topic, text, or opinion, using logical sequencing, appropriate facts and relevant, descriptive details to support main ideas or themes.
b. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
c. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Performance Indicators Scoring Criteria for Elementary Graduation Competency 5

Performance Indicator	Emerging	Progressing	Competent	Exemplary
a. Speak clearly when reporting or presenting a topic, text, or opinion, using logical sequencing, appropriate facts and relevant, descriptive details to support main ideas or themes	Students speak clearly when reporting or presenting a topic	Students speak clearly when reporting or presenting a topic, text, or opinion, using logical sequencing and appropriate facts	Students speak clearly when reporting or presenting a topic, text, or opinion, using logical sequencing, appropriate facts and relevant, descriptive details to support main ideas or themes	Students speak clearly when reporting or presenting a topic, text, or opinion, using logical sequencing, appropriate facts and relevant, descriptive details to support main ideas or themes from a distinct perspective
b. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes	Students include multimedia components in presentations	Students include multimedia components and visual displays in presentations	Students include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	Students create diverse multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
c. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	Students adapt speech to a variety of tasks.	Students adapt speech to a variety of contexts and tasks.	Students adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	Students adapt speech to a variety of contexts and tasks, demonstrating a command of formal English.

Sample Task for Elementary Graduation Competency 5

Students will select an informational topic that addresses social studies or science standards. The topic should be of the students choosing based on interest.

Students will conduct additional research about the topic and will develop an informative formal oral presentation with appropriate multimedia components that relays the development of main ideas or themes to a larger audience (this could be their own class, another classroom, the larger school community, etc.). For example, this could be demonstrated during a science fair presentation if the topic is science related. To assist with modeling presentations, students could watch Sid, the Science Kid (PBS episodes) or Bill Nye, the Science Guy, on packaged videos or YouTube clips.

Students will make their informative presentations and be evaluated by the corresponding performance indicators. A checklist may be developed with the components of "formal oral presentation" as listed in the performance indicator (5a. Speak clearly when reporting or presenting a topic, text, or opinion, using logical sequencing, appropriate facts and relevant, descriptive details to support main ideas or themes). This checklist can be used by the audience members and teachers to assess the presentation.

Once they have presented their learning, they will then conduct informal presentations to another audience relaying the same information. During their informal presentations, a clear adaption of speech for a variety of contexts should be evident. For example, slides should be age and/or grade appropriate, answering questions either during or after the reading or presentation.

Graduation Standard 5: Communicate information, reasoning, and supporting evidence that conveys a clear and distinct perspective.

Middle Grades Performance Indicators (6-8)
a. Employing appropriate eye contact, volume, and pronunciation, present information and ideas effectively.
b. Integrate multimedia and visual displays effectively into presentations when appropriate.
c. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Performance Indicators Scoring Criteria for Middle Grades Graduation Competency 5

Performance Indicator	Emerging	Progressing	Competent	Exemplary
a. Employing appropriate eye contact, volume, and pronunciation, present information and ideas effectively	Students employ limited eye contact, volume, and pronunciation when presenting information and ideas.	Students employ some eye contact, volume, and pronunciation when presenting information and ideas.	Students employ appropriate eye contact, volume, and pronunciation when presenting information and ideas effectively.	Students utilize elements of good speaking habits; appropriate eye contact, speech volume, and correct pronunciation when presenting information and ideas effectively.
b. Integrate multimedia and visual displays effectively into presentations when appropriate	Students use limited multimedia and visual displays into presentations.	Students use multimedia and visual displays into presentations.	Students integrate multimedia and visual displays into presentations appropriately.	Students critique and then integrate multimedia and visual displays into presentations with fidelity to present information and ideas effectively.
c. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	Students adapt speech to some context or tasks.	Students adapt speech to context or task using formal standard English.	Students adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	Students effectively adapt speech to a variety of contexts and tasks, and model a command of formal standard English when indicated or appropriate.

Sample Task for Middle Grades Graduation Competency 5

Students will choose a novel that is either historical fiction or realistic fiction (perhaps a classic) to read closely to analyze and evaluate. The text may be a Lexile appropriate choice and perhaps one that contains content currently being studied in social studies. Science fiction is unacceptable for this task.

They should carefully read and annotate their selected text giving careful attention to an identified social issue that emerges as essential to the context of the story. Once the text has been annotated, the student will write a critical analysis that addresses how the identified social issue is essential to the context of the plot or its importance in character revelation.

Finally, the student will create a presentation to (1) communicate information of facts about the general plot **and** the technology or process. Special detail should be communicated to be sure that the audience understands the facts about how the chosen variable works. (2) The student will then reason the importance of such technology in the story while (3) supplying evidence via examples from the text (quotes or situational explanations). Students clearly communicating 1-3 (above) will convey a clear and distinct perspective.

Graduation Standard 5: Communicate information, reasoning, and supporting evidence that conveys a clear and distinct perspective.

High School Performance Indicators (9-12)
  a. Develop a clear line of reasoning that address alternative or opposing perspectives using appropriate language and development to a range of purposes and audiences.
  b. Make strategic use of digital media to enhance presentations.
  c. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Performance Indicators Scoring Criteria for High School Graduation Competency 5

Performance Indicator	Emerging	Progressing	Competent	Exemplary
a. Develop a clear line of reasoning that address alternative or opposing perspectives using appropriate language and development to a range of purposes and audiences	Students present a reasoned response.	Students present a reasoned response which includes an opposing viewpoint.	Students develop a clear line of reasoning that address alternative or opposing perspectives using appropriate language and development to a range of purposes and audiences.	Students construct a clear, sophisticated, and reasoned response that includes aligned and opposing perspectives, uses elevated language, employs effective development, and reflects a keen awareness of purpose and audience.
b. Make strategic use of digital media to enhance presentations	Students use digital media to create a presentation.	Students use digital media to create a clear and thorough presentation.	Students make strategic use of digital media to enhance presentations.	Students create complex, sophisticated presentations strategically employing digital media that reflects thorough information, reasoning, supportive evidence, and a distinct perspective.
c. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate	Students communicate with limited variety of contexts and tasks..	Students communicate some acquisition of knowledge through speech variety of contexts and tasks.	Students adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	Students communicate acquisition of new knowledge in a stylistically appropriate speech, adapting to a variety of contexts and tasks, and provide a clear and distinct perspective.

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Sample Task for High School Graduation Competency 5

Students will generate and examine a topic representative of the course's thematic focus. Topics may include political, social, historical and/or current events, and popular culture.

After the student selects a topic, he or she will research two opposing viewpoints and create an outline of reasoning for each that they will develop into two different speeches, adapting the speeches for opposing audiences and purposes. In the outline, the learner must determine the following for each speech:

- central argument
- context and occasion
- intended audience
- supporting reasons and evidence
- articulate a counterclaim that is addressed in the opposing viewpoint
- rhetorical appeals and devices employed by speaker
- textual evidence to support purpose, reasoning, and rhetorical elements

Additionally, the learner will design a digital media presentation comprised of images and sound ONLY (no spoken words) in which the images/sounds parallel and reinforce the ideas in the learner's two speeches.

Graduation Competency 6: Employ the components of language (including conventions and word choice) effectively in written or spoken form.

Elementary Performance Indicators (K-5)

a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

c. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

d. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grades appropriate reading and content, choosing flexibly from a range of strategies including contextual analysis, morphological analysis, and reference materials.

e. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including similes, metaphors, idioms, adages, and proverbs.

f. Accurately use Grades -appropriate general academic and domain-specific words and phrases, including those that signal logical relationships.

Performance Indicators Scoring Criteria for Elementary Graduation Competency 6

Performance Indicator	Emerging	Progressing	Competent	Exemplary
a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking	Students recognize the conventions of standard English grammar when speaking.	Students recognize and use the conventions of standard English grammar when writing or speaking.	Students demonstrate command of the conventions of standard English grammar and usage when writing or speaking	Students demonstrate command of the conventions of standard English grammar and usage when writing and speaking on any topic.
b. Demonstrate the command of the conventions of standard English capitalization, punctuation, and spelling when writing	Students have limited use of the conventions of standard English capitalization, punctuation, or spelling when writing.	Students use the conventions of standard English capitalization, punctuation, and spelling when writing.	Students demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Students demonstrate command and appropriate application of the conventions of standard English capitalization, punctuation, and spelling when writing in any genre.
c. Use knowledge of language and its conventions when writing, speaking, reading, or listening	Students identify language and its conventions when writing, speaking, reading, or listening.	Students understand language and its conventions when writing, speaking, reading, or listening.	Students use knowledge of language and its conventions when writing, speaking, reading, or listening.	Students employ knowledge of language and its conventions when completing tasks that include writing, speaking, reading, and listening.

d. Determine or clarify the meaning of unknown or multiple meaning words and phrases based on Grades appropriate reading and content, choosing flexibility from a range of strategies including contextual analysis, morphological analysis and reference materials	Students determine or clarify the meaning of known words and phrases based on grade appropriate reading.	Students determine or clarify the meaning of unknown or multiple meaning words and phrases based on grade appropriate reading.	Students determine or clarify the meaning of unknown or multiple meaning words and phrases based on grade appropriate reading and content, choosing flexibility from a range of strategies including contextual analysis, morphological analysis and reference materials.	Students determine or clarify the meaning of unknown or multiple meaning words and phrases based on above grade level appropriate reading and content, choosing flexibility from a range of strategies including contextual analysis, morphological analysis and reference materials.
e. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including similes, metaphors, idioms, adages, and proverbs	Students recognize figurative language.	Student can demonstrate understanding of figurative language, word relationships	Students demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including similes, metaphors, idioms, adages, and proverbs.	Students demonstrate and apply understanding of figurative language, word relationships, and nuances in word meanings, including similes, metaphors, idioms, adages, and proverbs in writing and speaking.
f. Accurately use Grades - appropriate general academic and domain-specific words and phrases, including those that signal logical relationships	Student can recognize Grades - appropriate general academic and domain-specific words and phrases, including those that signal logical relationships.	Students explain Grades - appropriate general academic and domain-specific words and phrases, including those that signal logical relationships.	Students accurately use Grades - appropriate general academic and domain-specific words and phrases, including those that signal logical relationships.	Students accurately use Grades - appropriate general academic and domain-specific words and phrases, including those that signal logical relationships in reading, writing, speaking and listening.

Sample Task for Elementary Graduation Competency 6

Give students five content related, literacy rich texts that come from grade level appropriate works shared within the class. Texts can also come from works addressed in the prior grade year. Some recommendations for each grade include science, social studies, or literary related texts.

Allow each student to select the text that resonates most with their personal likes or interests. Once students have selected their text, they will re-read them closely and identify

any words they think would prove challenging for their grade level peers who did not select the same text. Encourage them to select at least FIVE words from the texts.

Have the students make a list of the words they selected. Using a variety of strategies, students will provide the definition of each term.

Next, students will identify at least FIVE instances of figurative language found within their selected text. Students should highlight the instance and provide an explanation of how the identified figurative language impacts the passage.

Once students complete the aforementioned parts of the task, they will orally share their analysis with their teacher. In the presentation, teachers should evaluate performance for the grade level appropriate conventions of standard English grammar and usage when writing or speaking.

Graduation Competency 6: Employ the components of language (including conventions and word choice) effectively in written or spoken form.

Middle Grades Performance Indicators (6-8)
a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
c. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
d. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on choosing flexibly from a range of strategies.
e. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
f. Accurately use Grades -appropriate general academic and domain-specific words and phrases and employ knowledge of vocabulary.

Performance Indicators Scoring Criteria for Middle Grades Graduation Competency 6

Performance Indicator	Emerging	Progressing	Competent	Exemplary
a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking	Students use limited conventions of formal standard English grammar or usage in some speaking or writing tasks.	Students demonstrate conventions of formal standard English grammar or usage in some speaking or writing tasks.	Students demonstrate command of the conventions of standard English grammar and usage in speaking or writing tasks.	Students demonstrate appropriate command of the conventions of formal standard English grammar and usage effectively in all speaking or writing tasks.
b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Students use limited conventions of standard English capitalization, punctuation, and spelling in some writing tasks.	Students demonstrate conventions of formal standard English capitalization, punctuation, and spelling in some writing tasks.	Students demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Students demonstrate command of the conventions of formal standard English capitalization, punctuation, and spelling in all writing tasks.
c. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Students use limited language and its conventions in some reading, writing, speaking, or listening tasks.	Students use some knowledge of language and its conventions in reading, writing, speaking, or listening tasks.	Students use knowledge of language and its conventions in reading, writing, speaking, or listening tasks.	Students effectively demonstrate knowledge of language and its conventions when completing any reading, writing, speaking, or listening tasks.

d. **Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on choosing flexibly from a range of strategies**	Students determine the meaning of unknown and multiple-meaning words or phrases in limited academic scenarios.	Students determine the meaning of unknown and multiple-meaning words or phrases through the use of some strategies.	Students determine or clarify the meaning of unknown and multiple-meaning words or phrases based on choosing flexibly from a range of strategies.	Students effectively determine and clarify the meaning of unknown and multiple-meaning words or phrases based on the ability to choose knowledgeably between a range of strategies.
e. **Demonstrate understanding of figurative language, word relationships, and nuances in word meanings**	Students demonstrate limited understanding of figurative language, word relationships, and nuances in word meaning tasks.	Students demonstrates some understanding of figurative language, word relationships, and nuances in word meaning tasks.	Students demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Students effectively demonstrate academic understanding of figurative language, word relationships, and nuances in word meanings in all tasks.
f. **Accurately use grade-appropriate general academic and domain-specific words and phrases and employ knowledge of vocabulary**	Students use limited grade - appropriate general academic or domain-specific words and phrases.	Students use grade-appropriate general academic or domain-specific words and phrases using some knowledge of vocabulary.	Students accurately use grade-appropriate general academic and domain-specific words and phrases and employ knowledge of vocabulary.	Students accurately use grade-appropriate general academic and domain-specific words and phrases while effectively employing knowledge of vocabulary.

Sample Task for Middle Grades Graduation Competency 6

The student will create two well-constructed poems based on the underlying theme from the novel or text of your choice. The poem should be aligned with student's individual interpretation of the novel or text. Word choice and conventions are the focal point of the poems. Students will have the opportunity to revise and edit their poem before submitting the final published piece.

Students will complete a reflection summary about the poem and text, discussing the type and format of poem. Students should address the question, "What's the intended message of the novel or text that is conveyed by the author and how is the message related to the poem?", as a part of their reflection. Explain how specific word choice helped create a tone that contributed to the text's meaning and how it has influenced the word choice in your poem.

- Include figurative language, sensory details and descriptive words and phrases that convey meaning and tone
- Make explicit reference to details and information that add to the authenticity of the story or text
- Adhere to the conventions of standard written English
- Provide research-based historical details in the context of a realistic scene
- Align the details in both poems need to align for continuation of the story
- Maintain a consistent voice through both poems

Graduation Competency 6: Employ the components of language (including conventions and word choice) effectively in written or spoken form.

High School Performance Indicators (9-12)

a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

c. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

d. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

e. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

f. Accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level and employ independence in acquiring knowledge of vocabulary.

Performance Indicators Scoring Criteria for High School Graduation Competency 6

Performance Indicator	Emerging	Progressing	Competent	Exemplary
a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking	Students demonstrate limited command of the conventions of formal standard English grammar and usage in some speaking or writing tasks.	Students demonstrate some command of the conventions of formal standard English grammar and usage in some speaking or writing tasks.	Students demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Students demonstrate, with mastery, command of the conventions of formal standard English grammar and usage effectively in all speaking or writing tasks.
b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	Students use the conventions of standard English capitalization, punctuation, and spelling in some writing tasks.	Students demonstrate the conventions of standard English capitalization, punctuation, and spelling in some writing tasks.	Students demonstrate command of the conventions of standard English capitalization, punctuation, and spelling in most writing tasks.	Students demonstrate, with mastery, command of the conventions of formal standard English capitalization, punctuation, and spelling in all writing tasks.
c. Apply knowledge of language to understand how language functions in	Students use limited knowledge of language and its conventions and use that knowledge in	Students demonstrate limited knowledge of language and its conventions in	Students apply knowledge of language to understand how language	Students effectively demonstrate application of their knowledge of language and

different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening	some reading, writing, speaking, or listening tasks.	some reading, writing, speaking, or listening tasks.	functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	understanding of how language functions in a variety of contexts and are able to make effective choices for meaning and style in all reading, writing, speaking, or listening tasks for full comprehension.
d. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies	Students determine meaning of unknown and multiple-meaning words or phrases using limited strategies.	Students determine the meaning of unknown and multiple-meaning words or phrases using some strategies.	Students determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.	Students effectively determine and clarify the meaning of unknown and multiple-meaning words and phrases based on their ability to choose knowledgeably between a range of appropriate strategies.
e. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings	Students demonstrate limited understanding of figurative language, word relationships, and nuances in word meanings tasks.	Students demonstrate some understanding of figurative language, word relationships, and nuances in word meanings tasks.	Students demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Students effectively demonstrate understanding of figurative language, word relationships, and nuances in word meanings in all variety of tasks.
f. Accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level and employ independence in acquiring knowledge of vocabulary	Students use limited grade-appropriate general academic or domain-specific words and phrases using limited knowledge of vocabulary.	Students use grade-appropriate general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening, using some knowledge of vocabulary.	Students accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level and employ independence in acquiring knowledge of vocabulary.	Students accurately analyze grade-appropriate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level while effectively employing independent acquisition of the knowledge of vocabulary.

Sample Task for High School Graduation Competency 6

The learner will select a TED Talk on a topic of interest. The learner will listen to the talk, taking notes on how the speaker uses language to convey his or her point. Then, the learner will download the transcript. The learner will carefully read and annotate the transcript, noting the author's use of language. The learner will also identify unfamiliar vocabulary words and use either context clues or reference sources (print or digital) to understand the meaning of the words. After the learner has annotated the transcript, the learner will write a short critical analysis of the author's use of language and how this language use creates a specific style and reflects a specific context. The learner should revise and edit the analysis to ensure correct use of standard English.

Next, the learner will select two other texts (either written or spoken) related to the same topic as the TED Talk. Each text should be intended for a different audience or purpose. The learner will annotate each text with an emphasis on the authors' use of language. The learner will also define unfamiliar vocabulary.
The learner will extend the critical analysis of the TED Talk to include an analysis of the two other texts. The analysis should conclude with a summary of how each author's use of language creates a unique style and reflects a unique context.

Finally, the learner will synthesize significant information from the three sources and create two different presentations of the information, each intended for a unique context. Possible presentation formats include a speech, a letter, a blog posting, or an editorial. Each presentation should be stylistically suited to the specific context.